SESSIONAL PAPERS.

DEPARTMENT OF IMMIGRATION
TORONTO
MAR
6
1883
ONTARIO

VOLUME XV.—PART III.

FOURTH SESSION OF THE FOURTH LEGISLATURE

OF THE

PROVINCE OF ONTARIO.

Session 1882-3.

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LIST OF SESSIONAL PAPERS.

DEPARTMENT OF IMMIGRATION TORONTO, MAR 6 1883 ONTARIO.

VOL. 15, SESSION 1882-3.

ARRANGED ALPHABETICALLY.

	No.
Agriculture and Arts	3, 26, 37
Agricultural College	45
Algoma Revenues	58
Asylums	8
Births, Marriages and Deaths	9
Bonds and Securities of Office	65
Boundaries of Ontario	23
Chancery, Court of	31
Common Gaols	28
Coroners	35
County Court Judges	25
Criminal Cases	51
Crown Lands	4
Crown Lands and Timber	44
Deaf and Dumb Asylum	27
Division Court	10, 34
Education	5, 63
Elections	22
Estimates	2
Experimental Farming	46
Forestry	64
Fruit Growers' Association	20
Juries	40, 60
Health	13
Herds and Flocks	36
Hospitals	38
Idiot Asylum	8
Immigration	6
Incurable Patients	30
Industries Bureau	16
Insurance	21
Kent Voters' Lists	53
Library	12
Lieutenant-Governor	29
Local Masters	24
Market Fees	47
Mimico Farm	59
Municipal Bonuses	50
Do Expenditure	61
Do Statistics	62
Muskoka and Sault Ste. Marie Ry.	52
Ontario and Quebec	33
Parliament Buildings	56, 57
Parry Sound Timber Limits	41
Police Magistrates	42
Practical Science	19
Provincial Secretary	54
Public Accounts	1
Public Works	7
Registrars	14
Rivers, Streams and Creeks	48, 55
Schools, Public	43
Sheriffs	49
Statutes	15
Stipendiary Magistrate	39
Tavern and Shop Licenses	11
University College	17
University, Toronto	18
Upper Canada College	32

SESSIONAL PAPERS.

ARRANGED NUMERICALLY.

CONTENTS OF PART I.

No. 1.. Public Accounts for the year ending 31st December, 1882.

No. 2.. Estimates for the year 1883.

CONTENTS OF PART II.

No. 3.. Report of the Commissioner of Agriculture, on Agriculture and Arts, etc, for 1882.

CONTENTS OF PART III.

No. 4.. Report of the Commissioner of Crown Lands for the year 1882.

No. 5.. Report of the Minister of Education for the year 1882.

No. 6.. Report of the Department of Immigration for the year 1882.

No. 7.. Report of the Commissioner of Public Works for the year 1882.

CONTENTS OF PART IV.

No. 8.. Annual Reports of the Inspector of Prisons and Public Charities, on the Asylums for the Insane and the Asylums for Idiots, of the Province, upon the Ontario Institutions for the education and instruction of the Deaf and Dumb, Belleville, and upon the Common Gaols, Prisons, and Reformatories of the Province, for the year ending 30th September, 1882, *in three parts.* *See Nos. 27, 28 and 38.*

CONTENTS OF PART V.

No. 9.. Report of the Registrar-General for the year 1881.

No. 10.. Report of the Inspector of Division Courts for the year 1881.

No. 11.. Report of the Provincial Secretary on the working of the Tavern and Shop License Acts for the year 1882.

No. 12.. Report of the Librarian respecting the Legislative Library.

No. 13.. Report of the Provincial Board of Health for the year 1882.

CONTENTS OF PART VI.

No. 14.. Return of all Fees and Emoluments received by the Registrars of Ontario for the year 1882.

No. 15.. Return from the Queen's Printer relating to the disposal of the Ontario Statutes for 1882. *(Not printed.)*

No. 16.. Report of the Bureau of Industries for the year 1882. *(Part of No. 3.)*

No. 17.. Report of the Council of University College, Toronto, for 1881–2.

No. 18.. Report of the University of Toronto.

No. 19.. Report of the Board of Management of the School of Practical Science.

No. 20.. Report of the Fruit Growers' Association for the year 1882. *(Part of No. 3.)*

No. 21.. Report of the Inspector of Insurance for the year 1882.

No. 22.. Return from the Records of the Elections to the Legislative Assembly, since the last Return, shewing the aggregate number of Votes polled for each candidate in each Electoral District in which there has been a contest, the total number polled in each Division, and the number of names on the Voters' Lists of the same respectively, the number of Voters remaining unpolled, and the population of each Constituency, as shewn by the last Census.

No. 23.. Correspondence with the Federal Government, and accompanying papers, respecting the Provincial Boundary since last Session.

No. 24.. Copies of Orders in Council commuting the Fees of certain Local Masters and Deputy Registrars of the High Court of Justice.

No. 25.. Copies of Orders in Council commuting the Fees of certain County Court Judges under the Surrogate Courts Act.

No. 26.. Report of the Agricultural and Arts Association of Ontario for the year 1882. *(Part of No. 3.)*

No. 27.. Report of the Inspector of Prisons and Public Charities upon the Ontario Institution for the Education and Instruction of the Deaf and Dumb, Belleville, for the year ending 30th September, 1882. *(Part of No. 8.)*

No. 28.. Report of the Inspector of Prisons and Public Charities upon the Common Gaols, Prisons and Reformatories of Ontario, for the year 1882. *(Part of No. 8.)*

No. 29.. Return to an Address to the Lieutenant-Governor, praying that he will cause to be laid before the House a copy of His Honour's Commission as Lieutenant-Governor of this Province, and of any instructions since issued to His Honour.

No. 30.. Return shewing the number of incurable harmless patients confined in each of the Lunatic Asylums of the Province, and the number of such patients of each Asylum who are paying or non-paying patients.

No. 31.. Return shewing the number of Bills in Chancery and Writs of Summons issued out the High and County Courts during the year 1881, and the number of said Bills and Writs served by the Sheriff. *(Not printed.)*

No. 32.. Annual Statement of Upper Canada College to 30th June, 1882.

No. 33.. Return to an Address of the Legislative Assembly for a copies of all correspondence subsequent to that already brought down, between the Government of Ontario, or any Member thereof, and the Government of Canada or the Government of Quebec, with reference to settlement of financial matters between the Provinces of Ontario and Quebec and the Dominion of Canada, from 1876 to 1881.

No. 34.. Return shewing (1) all Clerks of Division Courts appointed by the Government, during the years 1880 and 1881; shewing in each cases whether such appointments were to fill vacancies caused by deaths or resignation; (2) all Bailiffs of Division Courts appointed during the same period, specifying the cause of such appointment, giving residences and dates in all cases.

No. 35.. Return shewing the number of Coroners' inquests on deaths, held in the Province in the years 1878, 1879, 1880 and 1881, with the amounts paid for the same in each county, and the total amounts of such costs refunded by the Government to the counties in each year.

No. 36.. Report on the Herds and Flocks of Ontario. (*Part of No. 3.*)

No. 37.. Report of the Council of the Agricultural and Arts Association for the year 1882. (*Part of No. 3.*)

No. 38.. Report on the Hospitals and Charitable Institutions of Ontario aided by Provincial Funds. (*Part of No. 8.*)

No. 39.. Report on part of the Basin of Hudson's Bay belonging to the Province of Ontario.

No. 40... Return to an Address to the Lieutenant-Governor, praying that he would cause to be laid before the House a Return of all Official Correspondence with regard to Chapter 13 and 42 Victoria, respecting Grand Juries, as to submitting the question to the Supreme Court.

No. 41.. Return shewing the Conditions of Sale under which the four hundred and eighty-seven square miles of Timber Limits in the Parry Sound and Muskoka Districts sold in 1871 were sold; names of the persons in whom the licenses of the said Territory stood in the years 1876 and 1877, and the names in which they now stand, and copy of the Order in Council reducing the rate of dues payable in respect of the timber cut upon the said lands.

No. 42.. Return shewing the Appointments of Police Magistrates made since 1871; the names of the persons appointed; the places for which they were appointed; the population of such places; the annual or other salaries or emoluments attached to such offices, and the dates when the appointments were made.

No. 43.. Return shewing in a tabulated form the total amount paid by the Government for Public, Separate and High Schools for each year since Confederation, to each County and City in the Province, including in the total for each County the amounts paid to Towns and Villages therein.

No. 44.. Copies of Orders in Council and Regulations respecting the management of Crown Lands and Timber which are now in force either in whole or in part.

No. 45.. Report of the Agricultural College and Experimental Farm for the year 1882. (*Part of No. 3.*)

No. 46.. Report on Experimental Farming. *(Part of No. 3.)*

No. 47.. Statement shewing the applications of the new Act respecting Market Fees to the City, Town and Village markets of the Province as reported December, 1882.

No. 48.. Return of Correspondence having reference to the disallowance of an Act of the Legislature of the Province of Ontario, passed in the 44th year of Her Majesty's reign, chapter eleven, and intituled "An Act for protecting the Public Interest in Rivers, Streams and Creeks."

No. 49.. Statement of amount of Fees and Emoluments earned and disbursements made by Sheriffs of the Province of Ontario for the year 1882.

No. 50.. Return shewing the number of Municipal Bonuses granted in aid of any industry or industries by county, city, town, village and township municipalities in the Province since January 1st, 1879; the dates upon which the by-laws were passed; the amount of each bonus, and the object for which it was granted, and the number of such industries now in operation. Also, how many industries have been established in the Province with the aid of such bonus. Also, how many by-laws of Tax Exemption have been passed by the several municipalities of the Province since January 1st, 1879; the nature of the property exempted; the time for which exemption has been granted in each case, and the number of industries created under such exemption. *(Not printed.)*

No. 51.. Return shewing for the years 1878, 1879, 1880 and 1881, in each county, the number of Criminal Cases tried at each sittings of the Assizes and Quarter Sessions; the number of such cases when the commitment for trial of the party charged was at a period more than ten days before the sitting of the Court; the number where the commitment was within ten days of such sitting, and the number of cases tried before the County Judges' Criminal Court. The number of Civil Cases tried at each sitting of the Assizes and County Court, shewing the number tried with and without a Jury. Also, the expenditure for Jury purposes in each county, giving the amount paid to the Clerk of the Peace, to the Sheriff, to the County Selectors, and also the amount paid to Grand and Petit Juries respectively. *(Not printed.)*

No. 52.. Return of all applications made by any Railway Company for the subsidy or grant in aid of a Railway from Muskoka to Sault Ste. Marie granted by the Act, 44 Vic. Cap. 23, and of all correspondence with reference to such application or the appropriation of such grants.

No. 53.. Return of copies of any Correspondence and Reports made by the Judge of the County Court of the County of Kent to the Government relating to frauds in respect to the Assessment or Voters' Lists in any Municipality or Municipalities in said County for the year 1882, as provided by the 17th Section of the Voters' Lists Act.

No. 54.. Report of the Provincial Secretary and Registrar of the Province of Ontario for the year 1882.

No. 55.. Copy of an Order of His Honour the Deputy of the Governor-General in Council, disallowing an Act of the Legislative Assembly of the Province of Ontario, intituled "An Act for protecting the Public Interest in Rivers, Streams and Creeks," passed the 10th day of March, 1882, together with copies of the correspondence thereon.

No. 56.. Return shewing in detail the amounts heretofore expended in the Preparation of Plans for or otherwise respecting new Parliament Buildings, and the amounts, if any, remaining unpaid on account thereof, giving the dates of the several payments made and the names of the persons to whom payments have been made, and to whom the moneys remain due, and the amounts paid and payable to them respectively.

No. 57.. Return of all Correspondence and other documents connected with the proposed erection of Parliamentary and Departmental Buildings to present time, and not brought down to this House in any previous Return.

No. 58.. Return shewing the Revenues derived from the District of Algoma, including the sub-district of Thunder Bay, shewing under separate heads the amounts received in each year from timber dues, taxes, land sales, sale of timber berths, or otherwise, from December, 31, 1877, up to December 31, 1882.

No. 59.. Return shewing the amount of the Purchase Money which is overdue and by whom payable, and for how long the arrears have remained due in respect of any parts of the Mimico Farm which have been sold; the parts of the farm rented, and to whom and on what terms the same now are or have been let.

No. 60.. Return shewing the style and nature of Cases in the Superior Courts in which Jury notices were, at the trial of such cases, struck out during the years 1881 and 1882, and by what Judge, and for what reason, if reason assigned; and also all such cases in which Jury notices have been struck out upon special applications in Chambers. *(Not printed.)*

No. 61.. Return shewing by county, township, town, village and city municipalities in the Province of Ontario, the total Expenditure for Municipal purposes for the years 1881 and 1882.

No. 62.. Statement of the Assets, Liabilities, Revenues, Expenditures, etc, of the municipalities within the Province for the year 1881. *(Not printed.)*

No. 63.. Return shewing the Amounts Paid out by the Government in each County under the following heads:—Education; The Administration of Justice; The encouragement of Agriculture and Arts; Hospitals and Charities; Colonization Roads; Railroads; Public Works and County Gaols, in each year from 1871 to 1872, both inclusive.

No. 64.. Report of a delegation appointed to attend the American Forestry Congress, held at Cincinnati, April 25th to 29th, 1882, and subsequently at Montreal, August 21st to 23rd, 1882. (*Part of No. 3.*)

No. 65.. Detailed Statement of all Bonds and Securities registered in the Provincial Registrar's Office since last Return submitted to the Legislative Assembly. (*Not printed.*)

REPORT

OF THE

COMMISSIONER OF CROWN LANDS

OF THE

PROVINCE OF ONTARIO

FOR THE YEAR

1882.

Printed by Order of the Legislative Assembly.

Toronto:
PRINTED BY C. BLACKETT ROBINSON, 5 JORDAN STREET.
1883.

CONTENTS.

PAGE.

COMMISSIONER'S REPORT :—

Sales—Crown Lands ..... v.
" Clergy Lands ..... v.
" Common School Lands ..... vi.
" Grammar School Lands ..... vi.
Collections and Revenue ..... vi.
Disbursements ..... vi.
Revenue arising from Crown Timber ..... vi.
Free Grants vi
Crown Surveys ..... vii.
Municipal Surveys ..... vii.
Mineral Surveys ..... vii.
Colonization Roads ..... vii.
General Observations—Woods and Forests ..... viii.
" Mines and Minerals ..... viii.

APPENDICES :—

Return of Officers and Clerks in the Department 1
" Crown Land Agents for sale of lands 3
" " " disposal of Free Grants 4
Statement of lands sold and amounts, sales and collections 5
" Gross Collections 6
" Receipts considered as Special Funds 7
" Gross Disbursements 8
" Letters Received and Mailed 11
" Timber and amounts accrued from Dues, etc 12
" Revenue collected from Woods and Forests 14
Return of Crown Timber Agents, etc 15
" Locations, etc., under Free Grants Act 16
Reports on Mining—R. Macpherson 20
" " Wm. Coe 22
" " Chas. J. Pusey 24
Statement of Crown Land Surveys completed 27
" " " in progress 28
" Municipal Surveys ordered 29
" " " confirmed 30
" Mineral Lands Patented in Unsurveyed Territory 31
" Work performed in Survey Branch 33
" Candidates who have passed Board of Examiners 34

PAGE.

SURVEYORS' REPORTS :—

District of Nipissing—Timber Berths north of French River 35
" " Township of Dunnett 37
" " " Hugel 38
" " " Ratter 39
" " " Kirkpatrick 40
" " " Hagar 41
" " " Field 42
" " " Dryden 44
" " " Wilkes 44

REPORT ON COLONIZATION ROADS :—

North Division 47
West Division 51
East Division 57
Summary of Expenditure 67
Recapitulation 70

REPORT

OF THE

COMMISSIONER OF CROWN LANDS

OF THE

PROVINCE OF ONTARIO

FOR THE YEAR 1882.

To His Honour the Honourable JOHN BEVERLEY ROBINSON,
Lieutenant-Governor of the Province of Ontario:

MAY IT PLEASE YOUR HONOUR,

I have the honour, in conformity with the provisions of the Act respecting the Sale and Management of the Public Lands, to submit to Your Honour the following Report of the proceedings, transactions and affairs of the Department of Crown Lands for the year 1882, commencing as usual, with statistical details, and concluding by general observations.

CROWN LANDS.

There were sold of the Crown Lands during the year 1882, 98,814 acres. The sales amount to $96,641, and the collections to $109,072, being nearly double the amount realized from the same source during the year 1881. (*See Appendix No. 4, page 5.*)

The increase in the amount of collections may be attributed to some extent to the improvement in the money market which has afforded former purchasers greater facilities for obtaining money to pay up the sums owing by them to the Department, but it is also partially due to the increased sale of mining lands on the north shores of Lakes Huron nd Superior, and of iron and phosphate lands in the Counties of Peterboro', North Hastings, Lennox, Addington, Frontenac, and Renfrew.

CLERGY LANDS.

There were sold of the Clergy Lands during the year 1882, 4,693 acres. The sales amount to $5,595, and the collections to $25,785. (*See Appendix No. 4, page 5.*)

The only revenue now derived from Clergy Lands is confined to the receipts on account of sales made from year to year of the few scattered lots remaining unsold, and to the sums collected on former sales. As might be expected, the revenue derivable from this source continues to diminish.

COMMON SCHOOL LANDS.

There were sold of the Common School Lands during the year 1882, 555 acres. The sales amount to $2,055, and the collections to $29,635. (*See Appendix No. 4, page 5.*)

The Common School Lands being nearly all sold, the moneys collected from this source are derived almost exclusively from collections made on account of former sales. This source of revenue therefore diminishing from year to year.

GRAMMAR SCHOOL LANDS.

There were sold of the Grammar School Lands during the year 1882, 1,959 acres. The sales amount to $2,001, and the collections to $6,365. (*See Appendix No. 4, page 5.*)

COLLECTIONS AND REVENUE.

The total collections of the Department during the year 1882 amount to $1,095,152. (*See Appendix No. 5, page 6.*)

DISBURSEMENTS.

The gross disbursements of the Department for the year 1882 amount to $203,444, (*See Appendix No. 7, page 10.*)

REVENUE ARISING FROM CROWN TIMBER.

The accounts for timber dues, ground rents, etc., during the year amount to $547,103, and the total collections on account of timber dues, ground rents and bonuses, amount to $894,052. (*See Appendices Nos. 9 and 10, pages 13 and 14.*)

FREE GRANTS.

At the date of my last Report there were open for location under the Free Grants and Homestead Act, 122 townships, and during the year 1882 the Township of Galway, in the County of Peterboro', was added, making a total of 123 townships now open for location. During the year 932 locations were made on 129,535 acres of land, and 5,562 acres were sold to 150 locatees.

During the same periods 624 lots located in former years were resumed for non-performance of the settlement duties, and 502 Patents were issued to Free Grant Settlers. (*See Appendix No. 12, page 19.*)

CROWN SURVEYS.

The undermentioned surveys have been performed during the year 1882, that is to say:

The Townships of Biggar, Canisbay, Devine, and Pentland in the District of Nipissing, in the Huron and Ottawa Territory, have been subdivided into farm lots of 100 acres each, and the Townships of Awrey, Dryden, Dunnet, Hagar, Hugel, Kirkpatrick, Lewis, Ratter, and the residue of Shedden, in the Districts of Nipissing and Algoma, on the North Shore of Lake Huron, into lots of 320 acres each.

The returns of the above named surveys, so far as they have been received, have been examined and closed.

The returns of the surveys of the Townships of Wilkes, in the Huron and Ottawa Territory, and of Badgerow and Field, in the District of Nipissing, and of certain base and exploration lines, north of Lake Nipissing, not having been closed at the date of my last Report, have been examined and closed during the present year.

The surveyor, to whom was entrusted the survey of the base and exploration lines above mentioned not having completed his operations in the field last year, has been actively employed thereon during the present season.

The outlines of a number of Timber Berths, on the North Shore of Lake Huron, have been also run out.

The particulars, in relation to the surveys with the Reports, so far as they have been received will be found in *Appendices Nos. 16 and 17, pages 27 and 28.*

MUNICIPAL SURVEYS.

Two Municipal Surveys have been confirmed during the year, consisting of the establishing of part of the town-line between the Townships of King and East Gwillimbury, and the planting of monuments at the angles of certain lots in the Township of Enniskillen.

Instructions were issued for five Municipal Surveys during the year.

The particulars in relation to the Municipal Surveys will be found in (*Appendices Nos. 18 and 19, pages 29 and 30.*)

MINERAL SURVEYS.

Patents have been issued during the year for 12,073 acres in the unsurveyed territory on the north shores of Lakes Huron and Superior, the purchasers having furnished the required plans, field notes, and descriptions. *(See Appendix No. 20, pages 31 and 32.)*

COLONIZATION ROADS.

There has been expended on Colonization Roads during the year the sum of $111,060, the particulars of which will be found in the Superintendent's Report. (*Appendix No. 32, pages 47 to 70 inclusive.*)

GENERAL OBSERVATIONS.

Woods and Forests.

The sawn lumber and square and waney timber business has been active and remunerative during the past season. In my Report for 1881, I mentioned the fact that the former article had realized greater value than for years past, and that prices obtained for square and waney pine, of good quality and fair average, were higher than during any former period. It is satisfactory to be able to state that during the season just closed there has been no falling off in prices, and that the demand for all kinds of wood goods continues brisk.

The year 1882 has offered no special points for comment in connection with the administration of the Woods and Forests Branch of the Department.

It may not be out of place here to mention that a meeting of the "American Forestry Congress" was held at Montreal in August last, at which the Government of Ontario was represented by gentlemen qualified to note proceedings and deal with points brought forward by the several speakers with regard to Agriculture generally, Practical Husbandry, Fruit Growing, Tree Planting, etc., and the officer in charge of the Woods and Forests Branch was detailed to give special attention to matters relating to timber, and to means which might be suggested or proposed for the Preservation of Forests from Fire. This subject, in the original programme, was committed to a special section of the Congress to deal with, but on account of its great importance it was decided that it should be discussed at a sitting of the whole Congress. At this sitting various opinions were advanced as to the best means of preventing forest fires, and a committee composed of gentlemen from the United States and Canada, connected with the lumber business, was appointed to make such recommendations on the subject to their respective Governments, as might be deemed expedient. No intimation as to the measures the Committee had resolved to recommend has yet reached the Ontario Government, but when made known they will receive the most careful consideration.

MINES AND MINERALS.

Gold and Silver.

I regret my inability to report much progress in mining for the precious metals during the year. Some progress has been made, however, in mining for silver, and it is said that some rich veins of silver and of gold-bearing quartz have been discovered in different parts of the Province during the year.

Iron.

Since the date of my last Report, extensive explorations for iron have been made in the Counties of Peterboro', Hastings, Addington, Frontenac, and Lanark, and a considerable number of valuable deposits of iron ore have been discovered. Some of these deposits have been opened up and are found to be very extensive, and the quality of the ore is said to be of the best description for the manufacture of Bessemer Steel.

The want of facilities for sending the ore to market has been seriously felt by those engaged in the development of our iron mines, and has been the cause of a comparatively small quantity of ore finding its way to market during the year, but now that railways are being constructed in different directions through the Mining Districts, it is hoped that some of them will be in such a state of completion as to facilitate the shipment of a large quantity of ore during the next summer.

Notwithstanding the want of railway facilities in some of the localities, the undermentioned quantities have been sent to the United States, during the year, that is to say:

From the Wallbridge Mine, by rail, to Belleville, about	30,000	tons.
" Ottawa Section, by the Canadian Pacific Railway	1,000	"
" " " by the Rideau Canal	7,053	"
" Caldwell Mine, in Lavant, by K. & P. Railway	1,235	"
" Bethlehem Iron Companies' Mine, in Lavant, by K. & P. Railway	16,589	"
" Mississippi Mine, in Palmerston, by K. & P. Railway	15,754	"
" Glendower Mine, in Bedford, " "	291	"
Total shipment during the year	71,922	tons.

In addition to which a large quantity of ore has been raised at the different mines and is ready for shipment by water in the spring, and by rail when the roads now in the course of construction shall have been completed.

Messrs. Parry & Mills are busily engaged in the erection of a Coal Blast Furnace, for smelting ore, in the Township of Snowden, and expect to have a furnace capable of producing 30 tons of Pig Iron per day, in active operation, early next spring.

Phosphates.

The high prices obtained for phosphates, last summer, have induced several parties to engage in phosphates mining, and the consequence is an increased production. The undermentioned quantities have been sent forward and shipped at the ports of Kingston and Brockville, during the year, that is to say:

From Loughboro' and Storrington, by teams, to Kingston	2,116	tons.
" Bob's Lake, in Bedford, by K. & P. Railway	790	"
" The Renfrew Mines, by Canada Pacific Railway	216	"
" North Burgess, " " "	120	"
" " " " Rideau Canal	1,460	"
" Opinecon Lake, " " "	515	"
Total quantity shipped	5,227	tons.

In addition to which, the undermentioned quantities have been mined and are ready for shipment in the spring:

In North Burgess	1,500	tons.
" Oso, at Irwin & Hopper's Mine	500	"
" A mine opened by the late J. Gould, near Cobden	10	"
Total quantity mined and ready for shipment	2,810	tons.

MICA.

Mica of a very superior quality has been discovered on the line between the Townships of Clarendon and Palmerston, in the County of Frontenac, and is now being worked by an American Company.

My information about mines and minerals has been chiefly obtained from the interesting letters of Messrs. William Coe, C. J. Pusey and Richard McPherson, which will be found in *Appendices Nos. 13, 14 and 15, and pages 20 to 26*, inclusive, and which are well worth a careful perusal.

Respectfully submitted,

T. B. PARDEE,
Commissioner of Crown Lands.

DEPARTMENT OF CROWN LANDS,
TORONTO, 30th December, 1882.

APPENDIX No. 1.

Return of Officers and Clerks in the Department of Crown Lands for the year 1882.

Branch.	Name.	Designation.	When Appointed.	Salary per annum.	Remarks.
				$ c.	
	Hon. T. B. Pardee	Commissioner	1873, December 4	4,000 00	
	Thos. H. Johnson	Assistant Commissioner	1869, August 21	2,800 00	
	George Kennedy	Law Clerk	1872, February 1	1,800 00	
	T. W. Gibson	Shorthand Writer and Clerk	1880, August 18	1,000 00	
Free Grants and Sales	A. Kirkwood	Chief Clerk	1854, March 21	1,700 00	
	J. M. Grant	Clerk	1860, May 12	1,250 00	
	J. J. Murphy	Clerk in charge of Free Grants	1872, May 1	1,100 00	
	P. Alma	Clerk	1871, August 1	950 00	
	Julian Sale	Clerk	1871, August 5	800 00	
Surveys, Patents and Roads	G. B. Kirkpatrick	Chief Clerk	1866, January 30	1,700 00	
	W. Revell	Clerk	1871, October 2	1,000 00	
	E. Fox	Chief Clerk, Patents	1857, September 28	1,400 00	
	A. J. Taylor	Clerk	1872, October 1	1,200 00	
	H. Smith	Superintendent of Colonization Roads	1881, January 1	1,800 00	
	C. Cash	Clerk	1872, September 1	1,000 00	
Woods and Forests	G. B. Cooper	Chief Clerk	1857, October 14	2,000 00	
	A. White	Clerk	1882, January 1	1,700 00	
	J. A. G. Crozier	Clerk	1867, December 1	1,200 00	
	H. G. Langlois	Clerk	1868, August 1	1,100 00	
	E. G. Kirby	Clerk	1869, August 1	700 00	

APPENDIX No. 1—*Continued.*

RETURN of Officers and Clerks in the Department of Crown Lands for the year 1882.

BRANCH.	Name.	Designation.	When Appointed.	Salary per annum.	REMARKS.
				$ c.	
Accounts	D. George Ross	Accountant	1861, April 15	1,500 00	
	R. H. Browne	Chief Clerk Agents' Returns	1862, May 14	1,250 00	
	C. P. Higgins	Clerk	1873, July 1	850 00	
	E. Leigh	Clerk	1873, December 20	800 00	
	J. Morphy	Registrar	1851, June 1	1,600 00	
	J. Bradshaw	Office-keeper	1852, March 27	500 00	
	A. McDonald	Messenger	1862, May 19	500 00	

D. GEORGE ROSS,
Accountant.

THOS. H. JOHNSON,
Assistant Commissioner.

DEPARTMENT OF CROWN LANDS,
TORONTO, 30th December, 1882.

APPENDIX No. 2.

List of Crown Land Agents for Sale of Lands.

Name.	County.	Date of Appointment.	Commission.	REMARKS.
			$ c.	
R. Macpherson	Part of Frontenac	1871, July 18	500 00	Salary per annum.
J. McKibbin	Part of Victoria	1870, November 24	58 04	
Alexander McNabb	Bruce	1851, April 29	98 21	Died May, 1882.

D. GEORGE ROSS,
Accountant.

THOS. H. JOHNSON,
Assistant Commissioner.

Department of Crown Lands,
Toronto, 30th December, 1882.

APPENDIX No. 3.

List of Crown Land Agents for the disposal of Free Grants, 1882.

Name.	District or County.	Date of Appointment.	Salary per annum.	REMARKS.
			$ c.	
Anderson, D	Part of Peterborough	1870, November 21	500 00	
Best, S. G	" Parry Sound District	1875, March 23	500 00	
Brown, C. P	" Algoma District	1872, June 25	500 00	
Day, J. F	" Algoma District	1875, July 19	500 00	
Dawson, G. W	" Frontenac and Addington	1882, February 17	500 00	
Fielding, W	" Victoria	1882, February 23	500 00	
Handy, E	" Parry Sound District	1878, January 3	500 00	
Kennedy, A	" Renfrew	1871, August 21	500 00	
Mahon, J	" Renfrew	1875, March 31	500 00	
Mackay, T	" Parry Sound District	1881, December 5	500 00	
Reeves, J	" District of Nipissing	1872, February 12	500 00	
Scarlett, J. S	" Parry Sound District	1880, June 17	500 00	
Stewart, C. R	" Hastings	1882, May 1	500 00	
Tait, J. R	" Hastings	1869, May 28	500 00	
Taylor, T. C	" District of Muskoka	1881, December 15	500 00	
Wright, A	" Thunder Bay District	1875, May 5	500 00	

D. GEORGE ROSS,
Accountant.

THOS. H. JOHNSON,
Assistant Commissioner.

Department of Crown Lands,

Toronto, December 30th, 1882.

APPENDIX No. 4.

STATEMENT of Acres of Land Sold, Amount of Sales, and Amount of Collections for the Year 1882.

SERVICE.	Acres Sold	Amount of Sales.	Amount of Collections.
		$ cts.	$ cts.
Crown Lands	98,814	96,641 15	109,071 89
Clergy Lands	4,693	5,595 29	25,785 63
Common School Lands	555	2,055 25	29,635 77
Grammar School Lands	1,959	2,000 84	6,365 27
Total	106,021	106,292 53	170,858 56

THOMAS H. JOHNSON,
Assistant Commissioner.

D. GEORGE ROSS,
Accountant.

DEPARTMENT OF CROWN LANDS,
TORONTO, 30th December, 1882.

APPENDIX No. 5.

STATEMENT of the Collections of the Department of Crown Lands for the Year 1882.

SERVICE.	$ cts.	$ cts.
Land Collections.		
Crown Lands	109,071 89	
Clergy Lands	25,785 63	
Common School Lands	29,635 77	
Grammar School Lands	6,365 27	
Rent	242 00	
In Suspense	26,351 53	
		197,452 09
Woods and Forests.		
Timber Dues	438,364 46	
Ground Rent	39,637 47	
Bonus	415,932 54	
In Suspense	117 72	
		894,052 19
Casual Fees		672 16
Inspection Fees		2,033 66
Settlers' Homestead Fund		282 90
Destitute Settlers' Refund		513 54
Surveyors' Fee Fund		145 70
		1,095,152 24

THOMAS H. JOHNSON,
Assistant Commissioner.

D. GEORGE ROSS,
Accountant.

DEPARTMENT OF CROWN LANDS,
TORONTO, 30th December, 1882.

APPENDIX No. 6.

STATEMENT of the Receipts of the Department of Crown Lands for the year 1882, which are considered as *Special Funds.*

SERVICE.	—	—
Clergy Lands :	$ c.	$ c.
Principal	16,961 77	
Interest	8,823 86	
		25,785 63
Common School Lands :		
Principal	14,849 48	
Interest	14,786 29	
		29,635 77
Grammar School Lands :		
Principal	5,074 10	
Interest	1,291 17	
		6,365 27
Total		$61,786 67

THOS. H. JOHNSON,
Assistant Commissioner.

D. GEORGE ROSS,
Accountant.

DEPARTMENT OF CROWN LANDS,
TORONTO, 30th December, 1882.

APPENDIX No. 7.

STATEMENT of the Gross Disbursements of the Department of Crown Lands for the year 1882.

SERVICE.	——	——	——
AGENTS' SALARIES OF DISBURSEMENTS.	$ c.	$ c.	$ c.
Commissions.			
J. McKibbin	58 04		
A. McNabb	98 21		
E. Perry (estate)	6 77		
		163 02	
Agents' Salaries.—Land.			
D. Anderson	500 00		
S. G. Best	500 00		
C. P. Brown	500 00		
J. F. Day	500 00		
G. W. Dawson	500 00		
J. W. Fitzgerald	125 00		
Wm. Fielding	425 70		
E. Handy	500 00		
A. Kennedy	500 00		
T. Mackay	500 00		
R. Macpherson	500 00		
J. Mahon	500 00		
J. Reeves	500 00		
J. S. Scarlett	523 29		
C. R. Stewart	333 33		
J. R. Tait	500 00		
T. C. Taylor	500 00		
A. Wright	500 00		
		8,407 32	
Agents' Salaries.—Timber.			
J. B. McWilliams	2,000 00		
T. E. Johnson	1,600 00		
J. F. Way	1,440 00		
J. McDonald	100 00		
W. J. McDonald	50 00		
C. E. Belle	100 00		
W. Margach	250 00		
		5,540 00	
Agents' Postage.			
D. Anderson	6 90		
S. G. Best	22 03		
C. P. Brown	17 81		
G. W. Dawson	3 20		
J. F. Day	32 72		
W. Fielding	11 50		
J. W. Fitzgerald	9 03		
E. Handy	30 16		
A. Kennedy	8 70		
R. Macpherson	10 38		
T. Mackay	16 56		
A. McNabb	15 24		
J. S. Scarlett	15 26		
J. R. Tait	8 67		
Carried forward			

APPENDIX No. 7—*Continued.*

STATEMENT of the Gross Disbursements of the Department of Crown Lands for the year 1882.

SERVICE.	—	—	—
	$ c.	$ c.	$ c.
Brought forward			
Agents' Postage—Continued.			
T. C. Taylor	22 18		
A. Wright	23 75		
A. White	3 93		
E. Perry (estate)	0 75		
		258 77	
Inspections.			
W. Fielding	9 00		
R. Macpherson	16 50		
J. Mahon	5 00		
J. D. Simpson	50 00		
D. E. Buist	90 00		
F. B. Day	319 00		
John Green	20 00		
W. Margach	4 30		
J. Shaw	10 00		
George Bick	775 40		
W. F. Nickerson	130 00		
F. Halliday	54 35		
		1,483 55	
Miscellaneous.			
L. Londry, collecting dues	31 13		
G. B. Cowper, travelling expenses	50 00		
W. Margach. " "	33 00		
J. Shaw, collecting dues, etc	137 12		
J. Brady, checking returns	120 00		
T. Mackay, stationery	3 05		
J. F. Way, disbursements	152 00		
J. B. McWilliams, "	226 90		
A. J. Russell, "	88 71		
		841 91	
			16,694 57
Wood Ranging, and Inspection of Timber Lands.			
W. Margach		845 77	
George Bick		1,060 77	
J. W. Smith		1,314 45	
T. Ludgate		1,307 15	
D. H. Moore		1,229 14	
J. Shaw		945 72	
S. M. Johnson		1,873 95	
J. Halliday		231 00	
F. Halliday		1,360 86	
J. Kennedy		900 00	
A. White		419 50	
J. B. Turgeon		780 00	
J. Brady		980 00	
D. F. Macdonald		1,155 75	
W. Russell		1,850 42	
W. McGown		805 00	
A. Starkey		16 00	
T. C. Taylor		60 00	
Carried forward			

APPENDIX No. 7—*Concluded.*

STATEMENT of the Gross Disbursements of the Department of Crown Lands for the year 1882.

SERVICE.	—	—	—
	$ c.	$ c.	$ c.
Brought forward ...			
Wood Ranging, and Inspection of Timber Lands—Continued.			
J. S. Jackson		68 70	
L. Londry		424 75	
T. McGown		130 00	
James Bick		120 00	
W. E. Foote		61 50	
G. Cochrane		105 00	
T. E. Johnson		103 75	
J. Cornell		670 70	
W. Simms		100 00	
W. Freeman		500 00	
			19,419 88
Refunds			7,837 17
Colonization Roads			110,650 00
Surveys			35,751 20
Destitute Settlers			56 28
Contingencies.			
Printing and Binding		1,000 56	
Stationery		1,752 48	
Postage		1,064 05	
Fireman		547 50	
Night Watchman		476 25	
Extra Clerks		2,921 14	
Advertising and Subscriptions		621 45	
Sundries		3,181 31	
			11,564 74
Two per cent. of duties collected on timber cut on road allowances and paid to Municipalities			1,180 79
Board of Surveyors			290 00
Total			$203,444 63

THOS. H. JOHNSON,
Assistant Commissioner.

D. GEORGE ROSS,
Accountant.

DEPARTMENT OF CROWN LANDS,
TORONTO, December 30th, 1882.

APPENDIX No. 8.

STATEMENT of the Number of Letters received and mailed by the Department in 1879, 1880, 1881, and 1882.

YEARS.	BRANCHES.					Transferred to other Departments.	Total.	Names indexed.	Enclosures.	Orders in Council.	Returned, not called for at address.
	Sales and Free Grants.	Accountants.	Surveyors.	Woods and Forests.	Colonization Roads.						
1879	10,790	1,596	856	1,966	1,931	64	16,603	20,000	30,000	25	53
1880	9,770	1,526	992	2,274	1,791	49	16,402	19,500	29,500	32	23
1881	8,394	1,632	1,147	2,743	1,659	39	15,614	19,000	29,000	22	28
1882	9,075	1,769	1,186	2,530	1,948	54	16,562	20,000	30,000	36	41

Letters mailed from the Department in 1879, 18,526; in 1880, 18,290; in 1881, 19,369; in 1882, 19,770.

JOHN MORPHY,
Registrar.

THOS. H. JOHNSON,
Assistant Commissioner.

TORONTO, December 30th, 1882.

APPENDIX

WOODS AND

STATEMENT of Timber and Amounts accrued from Timber Dues, Ground

QUANTITIES AND DESCRIP

AGENCIES.	Area covered by Timber License.	Saw Logs. (A Standard is 200 feet B.M.)				Oar Logs.	White Pine.		Red Pine.	
		White Pine.		Other.						
	Square miles.	pieces.	Stnds.	pieces.	Stnds.	Piecs.	Pieces.	Feet.	Pieces.	Feet.
Ottawa Timber District.....	7,204	1,744,985	1,103,112	3,943	1,691	3,837	88,717	4,388,696	31,724	1,088,331
Belleville Timber District	1,961¾	1,276,504	604,707	15,659	7,564	.....	3,702	207,426	25	928
Western Timber District	8,823¼	1,452,118	886,968	737	566	.....	20,201	1,100,272	5	256
Total.....	17,989	4,473,607	2,594,787	20,339	9,821	3,837	112,620	5,696,394	31,754	1,089,515

GENERAL STATEMENT OF

QUANTITIES AND DESCRIP

AGENCIES.	Cordwood.		Tamarac Piles.		Cedar.		Telegraph Poles.	Traverses.	Binders.
	Hard Cords.	Soft Cords.	Pieces.	Standards.	Pieces.	Feet.	No.	Pieces.	Pieces.
Ottawa Timber District..... ...	444	878	411	157	3,301	79,244	152	681	.....
Belleville Timber District.	228	13	.....	.....	.....	.....	687	....	150
Western Timber District.....	685	679	.....	.....	.....	.....	196	.....	.....
Total.....	1,357	1,570	411	157	3,301	79,244	1,035	681	150

G. B. COWPER,
Chief Clerk in Charge.

DEPARTMENT OF CROWN LANDS,
WOODS AND FORESTS BRANCH,
TORONTO, 30th December, 1882.

No. 9.

FORESTS.

Rent and Bonuses, during the year ending 31st December, 1882.

TIONS OF TIMBER.

Boom and Dimension Timber.		Elm, Ash, Maple, Cherry, and White Wood.		Oak.		Tamarac.		Railway Ties.	Birch, Hemlock and Spruce.		Butternut and Basswood.	
Pieces.	Stnds.	Pieces.	Feet.	Pieces.	Feet.	Pieces.	Feet.	Pieces.	Pieces.	Feet.	Pieces	Feet.
79,557	75,463	A 136 M 1 E 2	5,188 31 177	....	.....	36	1,393	118,299	.....	.....	.....	.....
14,732	13,513	E 66 A 508 M 1	2,149 18,195 30	46	1,503	6	208	54,267	H 131 B 10 S 2	5,556 495 69	4	136
15,772	25,860	..... A 26 E 11	..... 1,025 527	....	.....	.....	.....	28,595	H	29,532	.....	.....
110,061	114,836	A 670 M 2 E 79	24,408 61 2,853	46	1,503	42	1,601	201,161	H 131 B 10 S 2	35,088 495 69	4	136

TIMBER, ETC.—*Continued.*

TIONS OF TIMBER.

Lineal feet of Cedar.	Cedar Posts.	Cords, Bolts.	Amounts Accrued.				
Feet.	Cords.	No.	Trespass, etc	Timber Dues	Ground Rents.	Bonus.	Total.
.....	.....	.....	$ c. 2,458 82	$ c. 247,830 19	$ c. 14,538 00	$ c. 24 00	$ c. 264,850 92
327,608	1,190	260	1,504 65	99,825 73	4,226 00	29 00	105,585 38
2,229	39	3,751	3,529 26	153,384 91	19,743 00	10 00	176,667 17
329,837	1,229	4,011	7,492 73	501,040 74	38,507 00	63 00	547,103 47

THOS. H. JOHNSON,
Assistant Commissioner.

APPENDIX No. 10.

WOODS AND FORESTS.

STATEMENT of Revenue collected during the year ending 31st December, 1882.

	$ c.	$ c.
Ottawa Timber District.		
Collected at Ottawa	179,612 93	
Collected at Quebec	62,563 28	
		242,176 21
Belleville Timber District.		
Collected at Belleville and Department	112,773 74	
Collected at Quebec	2,590 99	
		115,364 73
Western Timber District.		
Collected at Department	111,630 68	
Collected at Quebec	13,568 92	
		125,199 60
		482,740 54
Collected on sale of Limits, of 6th December, 1881		411,311 65
Total		894,052 19

G. B. COWPER,
Chief Clerk in Charge.

THOS. H. JOHNSON,
Assistant Commissioner.

DEPARTMENT OF CROWN LANDS,
WOODS AND FORESTS BRANCH,
TORONTO, 30th December, 1882.

APPENDIX No. 11.

LIST of Crown Timber Agents in the Province of Ontario, their Assistants, Names of Territories, Residences, Dates of Appointments, and Salary allowed to each for his services, during the year ending 31st December, 1882.

Names of Territories.	Names of Agents and Assistants.	Residence.	Date of Appointment.	Salary per Annum up to 1st July, '73.	Salary per Annum from 1st July, '73.	REMARKS.
				$ c.	$ c.	
Upper Ottawa	John Poupore.....	Ottawa City.				
	C. S. McNutt, Assistant	"	1858, April 13 ...	1,400 00	1,800 00	
	J. Ritchie, Clerk	"	1864, June 23	1,000 00	1,400 00	The Crown Timber Office, Ottawa, acts for the Provinces of Ontario and Quebec, and also for the Dominion of Canada, in the collection of slide dues; the proportion of salaries chargeable to each Province and the Dominion not yet determined.
	A. J. Russell, jr, Draughtsman .	"	1867, April 1.....	700 00	1,200 00	
	E. T. Smith, Clerk	"	1864, June 23	650 00	1,000 00	
	J. Jackson, Messenger	"	1871, August 1 ...	300 00	300 00	
	W. J. Macdonald, Deputy Slide Master and Chief Timber Counter.....	" ...	1882, August 18 ..	.....	*	Additional to his salary of $535 per annum from the Department of Public Works, Ottawa.
	James Steen, Timber Counter ..	"	1861, May 27	$2 per diem.	$2 per diem.	During season of Navigation.
	John Redmond, Assistant, and Boatman	"	1872, March 1.. .	"	"	" " "
Belleville Agency	Joseph F. Way, Agent.....	Belleville	1854, May 6	1,440 00	1,440 00	
Collector at Quebec.	H. J. Chaloner, Acting Agent ..	Quebec.				
	John McKay, Assistant	"	1864, June 1	1,200 00	1,200 00	The remarks in connection with the Crown Timber Office at Ottawa respecting salaries, apply to the Collector's Office at Quebec.
	William Miller, Clerk	"	1872, November 7.	1,000 00	1,000 00	

* The Local Governments of Ontario and Quebec to pay Deputy Slide-master $150 each, in addition to the amount paid by Public Works.

G. B COWPER, *Chief Clerk in Charge.*

THOMAS H. JOHNSON, *Assistant Commissioner.*

DEPARTMENT OF CROWN LANDS, WOODS AND FORESTS BRANCH,
Toronto, 30th December, 1882.

APPENDIX No. 12.

RETURN of the number of locatees and of acres located; of purchasers and of acres sold: of lots resumed for non-performance of the settlement duties; and of patents issued—under the "Free Grants and Homesteads Act"—during the year 1882.

TOWNSHIP.	DISTRICT OR COUNTY.	AGENT.	Number of Persons located.	Number of Acres located.	Number of Purchasers.	Number of Acres sold.	Number of lots, the locations which have been cancelled.	Number of Patents issued.
Baxter	Muskoka	Theo. C. Taylor, Bracebridge	.....	.....	.....	.....	.....	.....
Brunel			10	1393	.....	.....	16	12
Chaffey			7	1059	4	168	10	16
Draper			8	700	.....	.....	8	11
Franklin			10	1187	3	347	16	3
Macaulay			8	853	1	88	9	10
Medora			18	2722	5	167	23	8
Monck			1	88	2	101	6	8
Morrison			6	554	1	1	2	3
Muskoka			5	652	.....	.....	5	5
McLean			4	588	.....	.....	6	10
Oakley			11	1783	4	213	8	4
Ridout			2	189	.....	.....	1	7
Ryde			10	1249	1	26	15	10
Sinclair			9	1169	2	119	3	.....
Stephenson			3	401	2	3	3	13
Stisted			10	1097	4	52	15	22
Watt			4	744	1	79	4	9
Wood			8	1184	.....	.....	3	.....
Cardwell	Parry Sound	Mrs. Theresa Mackay, Parry Sound	19	3105	2	12	21	8
Carling			5	926	.....	.....	6	5
Christie			5	1003	1	3	8	4
Fergusson			1	200	.....	.....	4	3
Foley			6	749	.....	.....	12	3
Hagerman			1	195	.....	.....	1	10
Humphry			8	1120	.....	.....	9	11
Monteith			3	388	1	100	.....	4
McConkey			1	200	.....	.....	.....	.....
McDougall			4	579	1	5	5	7
McKenzie			3	450	1	6	2	.....
McKellar			2	397	.....	.....	2	10
Shawanaga			.....	.....	.....	.....	.....	.....
Wilson			.....	.....	.....	.....	.....	.....

Chapman			9	1,146	3	197	9	8
Croft			7	942	2	43	9	17
Ferrie			2	353				
Gurd			11	1,638	2	23		
Lount			6	947			1	
Machar	Parry Sound	S. G. Best, Maganetawan	16	2,575	3	105	10	
Mills			2	383	1	4		
Pringle			4	600				
Ryerson			24	3,793	3	43	36	6
Spence			6	803	3	32	10	9
Strong			28	5,333	3	139	17	2
Armour			25	3,160	3	70	30	3
Bethune			17	2,497	7	63		1
Joly			12	1,853	2	2	1	
McMurrich	Parry Sound	E. Handy, Emsdale	24	2,917	9	331	21	21
Perry			22	3,241	1	3	32	6
Proudfoot			9	1,573	2	36	2	
Hardy								
Himsworth			25	4,095	1	100	6	
Nipissing	Parry Sound	J. S. Scarlett, Nipissing	18	2,754			3	
Patterson			2	250				
Anson			6	747			3	
Glamorgan			17	2,168	1	8	12	14
Hindon			1	98				1
Lutterworth	Haliburton	Wm. Fielding, Minden	14	1,476	1	89	6	7
Minden			7	878			4	2
Stanhope			4	288	1	13	7	7
Snowdon			13	1,456	3	140	15	7
Anstruther	Peterboro		1	225				1
Chandos	do	D. Anderson, Apsley	12	1,946	3	73	11	12
Cardiff	Haliburton		8	1,084	3	157	3	4
Monmouth	do		6	774			6	7
Carlow			3	372				3
Cashel			4	398				1
Dungannon			11	1,449			2	4
Faraday			13	1,890	3	78	5	5
Herschel	Hastings	J. R. Tait, L'Amable	6	791			11	1
Limerick			6	884				4
Mayo			1	50	4	61		10
Monteagle			4	579	2	30	3	1
Wollaston			47	7,622	7	202		12
Bangor	Hastings						1	
McClure	do							
Wicklow	do	Chas. R. Stewart, Haliburton	1	100				
Galway	Peterboro'							

APPENDIX No. 12.—*Continued.*

RETURN of the number of locatees and of acres located, etc.

TOWNSHIP.	DISTRICT OR COUNTY.	AGENT.	Number of Persons located.	Number of Acres located.	Number of Purchasers.	Number of Acres sold.	Number of lots, the locations of which have been cancelled.	Number of Patents issued.
Abinger	Addington	G. W. Dawson, Plevna	10	1,176				2
Canonto South	Frontenac		2	292				3
Do North	do							
Clarendon	Addington		16	1,767	4	24	7	5
Denbigh	Frontenac		2	198				
Miller	do		3	300				
Palmerston	do		7	1,300	1	16	2	
Algona North	Renfrew	James Reeves, Eganville	3	299	2	17		2
Do South			16	2,322			10	4
Grattan			12	1,132	11	447	3	18
Hagarty			6	893			5	19
Richards			1	100			1	
Sherwood			1	200			4	1
Wilberforce			8	1,123	4	350	4	3
Brougham	Renfrew	John Mahon, Vanbrugh	1	70			1	
Brudenell			10	770½			3	2
Griffith			1	91				2
Lyndock			1	200				
Matawatchan					1	54		2
Radcliffe			3	252				
Raglan			5	953			1	
Sebastopol			16	2,060			5	3
Alice	Renfrew	A. Kennedy, Pembroke	11	1,144			4	5
Buchanan			5	706	2	129	3	1
Fraser			1	100				
Head			2	300	1	69	4	
Maria								
Mattawan			5	798	1	27		
McKay								
Papineau			9	1,206				
Petewawa			7	883	1	2	3	10
Rolph			4	401	1	13		1
Wylie			2	190				
Pembroke and Mattawan Road			10	1,345	1	70		1

Awèrès	Algoma	C. P. Brown, Sault Ste. Marie	7	1,040	1	40	2	3
Korah			5	744			2	
Parke			15	2,359			5	2
Prince								
Plummer	Algoma	J. F. Day, Bruce Mines	1	160	2	348	4	9
St. Joseph's Island			52	5,579	8	424	39	10
Oliver	Thunder Bay	A. Wright, Prince Arthur's Landing	22	3,502			12	2
Paipoonge			3	300				
Blake								
Crooks			1	228			1	
Dawson Road								
Total			932	129,535	150	5,562	624	502

J. J. MURPHY,
Clerk in Charge.

THOS. H. JOHNSON,
Assistant Commissioner.

DEPARTMENT OF CROWN LANDS,
TORONTO, 30th December, 1882.

APPENDIX No. 13.

CROWN LANDS AGENCY,
KINGSTON, 25th December, 1882.

SIR,—I have the honour to report for your information the following in regard to mines and minerals in the Counties of Frontenac and Lanark during the year 1882, viz.:—

PHOSPHATES.

From Loughboro' and Storrington, by teams to Kingston	2,116	tons.
" Bob's Lake Mine, in Bedford, by K. and P. Railway	790	"
" Renfrew Mines, by C. P. Railway	219	"
" North Burgess Mines, by C. P. Railway	120	"
" do do Rideau Canal	1,460	"
" Opinicon Lake, in South Crosby, by Rideau Canal	515	"
Quantity shipped, chiefly to Great Britain	5,217	tons.
Quantity mined in North Burgess, not yet shipped	1,500	"
Total quantity mined	6,717	tons.

The market value of which is about $16 per ton.

IRON ORE.

From Ottawa District, by C. P. Railway	1,000	tons.
" " " Rideau Canal	7,053	"
" Caldwell's Mine, in Lavant, by K. and P. Railway	1,235	"
" Bethlehem Iron Co.'s Mine, in Lavant, by K. and P. Railway	16,589	"
" Mississippi Mining Co., in Palmerston, by K. and P. Railway	15,754	"
" Glendower Mine, in Bedford, by K. and P. Railway	291	"
Total quantity shipped from mines	41,922	tons.
Quantity mined ready for shipment	2,500	"
Total quantity mined	44,422	tons.

The market value of which is about $4.50 per ton.

The present working capacity of the Mississippi Mine, in the Township of Palmerston, is about 100 tons magnetic ore per day, employing from 60 to 75 men, with six compressed air drills constantly working. Depth of shaft, 173 feet; width of vein, 60 feet; length now open, 300 feet. It is the intention to nearly double the out-put of ore at this mine during the coming year. The mine is considered almost inexhaustible, and the deeper it is worked the better the quality proves; that now obtained being about 60 per cent. metallic iron, and I am informed it is at present worth about $6 per ton delivered at Charlotte, N. Y., to which place it is all shipped, being equal to Swede or Norway ores, and considered the best for the manufacture of Bessemer steel, having little or no sulphur, phosphorus, or titanic acid. The working of this mine has caused a flourishing village to spring up of nearly 300 inhabitants, where three years since was a rocky wilderness. Shipments from this mine during the present year are 15,754 tons.

The out-put of the Bethlehem Iron Company's Mine, in the Township of Lavant, is now about 50 tons per day, employing 50 men, with three compressed air drills constantly working. Depth of shaft about 140 feet. It is the intention to largely increase the out-put at this mine during the coming year by adding extra machinery and employing more men. The ore is most suitable for the manufacture of Bessemer steel, the quality being similar to that obtained from the Mississippi Mine in the Township of Palmerston, which has been described; and this mine, like that at Robertsville, is not troubled by water flowing. All the ore from this mine is shipped to Bethlehem, Pennsylvania; quantity forwarded this year is 16,589 tons.

The Caldwell Mining Company, at Wilbur, in the Township of Lavant, is similar and adjacent to that of the Bethlehem Iron Co., but has not been so extensively worked. Mining was not commenced this year until the month of September. The shipments have been 1,235 tons, with about 700 tons mined, but not yet sent forward. The present out-put is about 30 tons per day, employing 25 men.

Work performed at the Glendower Mine, in the Township of Bedford, during the year 1882, has been more for the purpose of ascertaining the probable extent and value of the mine than for the quantity of out-put. It has, however, changed owners lately, and will be extensively worked next year, employing similar drills to those used in the Palmerston and Lavant Mines, with a large number of men, as the present owners intend pushing the work at this mine as much as possible, and the heaviest machinery will be used.

At the Caldwell-Gildersleeve Mine, on lot 22, in the 4th concession of Lavant, two pits are sunk, 25 and 27 feet deep. It is the intention to sink a shaft to the depth of 100 feet, and put in steam drills, etc., and work it to a large extent during the coming year. The out-put of ore has been about 500 tons, employing some twelve men.

The Radenhurst Mine is situated on lot 22, in the 3rd concession of Lavant, the out-put of which is estimated at 1,000 tons. Steam drills are now being used, and a large quantity of magnetic ore will be shipped from this mine, the quality being 60 per cent. of metallic iron. Fifteen men are now employed, but it is the intention to double this number in a few weeks.

The Calabogie Lake Mine, in the Township of Blythfield, in the County of Renfrew, is now worked to the depth of about 20 feet. The out-put of ore is estimated at 300 tons. The mine is owned by parties in Perth and in the United States. I am told it is the intention to push the work at this mine.

Phosphate of Lime.

While speculation and enterprise have done much to draw attention to the phosphate deposits of the Province of Quebec, it is becoming evident that those of these counties are scarcely less valuable. The phosphate-bearing formation in the County of Frontenac seems to be bounded by Opinicon Lake on the east, and the 2nd concession of Bedford on the west, and extending from near Sharbot Lake on the north to the 9th concession of Loughboro' on the south. Within these limits phosphates are probably distributed over an area of about 200 square miles. The mines on the properties of Messrs. Nicholson, Poole, and the Canada Company, near Opinicon Lake, yielded during the present year about 600 tons of first-class phosphates.

At the westerly end of the 14th concession, on the property of Messrs. Bawden & Machar and the Canada Company, about 150 tons have been mined, and operations are in progress for the more extensive development of these properties. It is lamentable that this most valuable fertilizer should all be sent out of the country, when it might be used on the lands of this Province with most beneficial results.

Mica.

A very superior quality of mica has been recently discovered near the boundary line between the Townships of Palmerston and Clarendon, and the mine is now being

worked by an American company. Mica has also been discovered in the Township of Lavant of a darker colour than that above alluded to, but the sheets are of considerable size, and the mine will be worked during the year 1883.

Plumbago.

A band of crystalline limestone, on the northern boundary of Birch Lake, in the Township of Bedford, has for some years been known to be traversed by one or more plumbago veins. An old working on lot 2, in the 6th concession, was, during the last summer, tested for the owners, and I am informed the quality compares favourably with the plumbago of Tyconderoga, samples of which were shown at the Toronto and Kingston Exhibitions. The length and width of the vein would indicate an extensive deposit.

Galena.

The extensive works of the Frontenac Lead Mining Company, in the 9th concession of Loughboro', have been idle for the last two years. It is to be regretted that the apparently extensive galena deposits on the Hunt property, in the Township of Bedford, should remain undeveloped. Galena has been brought by rail from near Almonte during the present month and smelted in the Kingston smelting works, which experiment, I understand, has proved satisfactory.

Charcoal.

The Kingston Charcoal and Iron Company's Works at Sharbot Lake, in the Township of Oso, are now in operation with a capacity of 700 bushels of charcoal per day. It is hoped that smelting works will be established, but this has not yet been finally settled. I am informed that about $35,000 have been expended by this Company, and that the by-products will nearly cover the cost of carrying on the works without the charcoal; or, in other words, leaving the charcoal nearly free. If this be the case there should be no trouble in raising capital in connection with these works for the manufacture of charcoal iron of a superior quality.

All of which is respectfully submitted.

I have the honour to be, Sir,
Your obedient servant,

(Signed) R. Macpherson,
Crown Lands Agent.

The Honourable T. B. Pardee,
Commissioner of Crown Lands,
Toronto.

APPENDIX No. 14.

Madoc, Ontario,
10th December, 1882.

Sir,—Knowing that your Department is greatly interested in the progress of the mining industry of this Province and having an opportunity of being acquainted with the facts in relation thereto in this section, I beg to address you on the same.

MADOC.

In this township the Wallbridge Hematite Mine is still being worked by the Bethlehem Iron Company, of Bethlehem, Pennsylvania. They are now down in the shaft some eighty feet and continue to find very excellent ore. The mine is equipped with every requisite in the shape of machinery for hoisting with elevated pockets, for securing the ore and dumping the same into the railway cars. They have taken out about 30,000 tons during the past season. This ore has been proved to be equal to anything on the continent classed as hematite ore.

On lot twelve in the sixth concession of Madoc work is being prosecuted by Stewart & Co., who are sinking on a deposit of hematite. Their shaft is down forty feet, one half of that distance is in ore. They view their prospects as very encouraging.

On lot thirteen in the fifth concession of the same township, H. H. Sutton, M.D., has been exploring very vigorously all summer, and his expectations are that in a few weeks he will be able to show a very fine bed of ore.

On lot sixteen in the fourth concession Messrs. Guzzot & Co. are opening up what appears to be a very nice deposit of specular ore.

Lot eighteen in the third concession of Madoc is also being worked by Lewis & Co., of Ohio, and they are meeting with very fair success.

A very large amount of ore is being stacked at the Dufferin Mine awaiting the completion of the Central Ontario Railway which runs across the lot and near the mine for shipment.

The following mines in the northern townships are being worked by the Coe Mining Company :

The Baker Mine, situated on lot eighteen in the eighteenth concession of Tudor, purchased from Palmer Baker, is showing up well. Work has been carried on at this mine all summer, and there are at present twenty-five men and teams employed here. The necessary buildings are being erected as fast as possible for the permanent working of the mine, and the ore is now being put in stock awaiting the completion of the Central Ontario Railway. This mine is composed of a large bed of magnetic ore, fully half a mile in length, and of a very superior quality, in every way adapted for the making of Bessemer steel.

The Emily Mine, also situated in Tudor, was purchased from H. McCoy, Esq. This is an immense deposit of magnetic ore, exceptionally clean, being free from sulphur, phosphorus and titanium and running up to sixty-nine per cent. in metallic iron. The texture is as soft as hematite ore which makes it so much more valuable on this account as it is easily mined. The daily output is being put in stock awaiting the arrival of the Central Ontario Railway.

The Wollaston Mine, situated on lots fifteen and sixteen in the eighth concession of Wollaston, was purchased from John & Thomas Batchelor. This mine has been extensively worked, and has borne out the expectations formed of it by Professor Chapman at the time of his visit, who declared it to be the finest body of ore he had yet seen. The location of the mine is beginning to assume the proportions of a village. The contract has just been let for the completion of the mining of 100,000 tons of ore by the 1st of August next. Perhaps it would not be saying too much in making the statement that this is the best defined bed of ore that as yet has been found in Ontario, being 2,000 feet long and from 65 to 120 feet in width. The ore is very high graded, being perfectly free from phosphorus and other injurious substances, giving sixty-eight per cent. metallic iron, and considered by furnace men and chemists who have experimented on it as being a number one Bessemer steel ore. A furnace is contemplated being built at the mine to manufacture charcoal iron. This project when carried out will prove of immense advantage to the settlers of the northern townships by giving employment to a large number of operatives and turning into practical use the hardwood timber scattered over these bleak hills, now considered worthless and of no value to the State.

In connection with the last mentioned mines the Central Ontario Railway is in every way identified. This enterprise has been started within the past year, commencing with the purchase from me of an interest in the above mentioned mines in Tudor and Wollas-

ton, as also by the purchase of the Prince Edward Railway, running from Picton to Trenton, it has developed into the running of a branch from that line to Weller's Bay as well as the construction of a main line, which, when completed, will extend to the township of Wollaston, making direct communication with the other mines above mentioned. Fifty miles of this road have already been graded and the steel rails for the track-laying for the whole ninety miles are now in Trenton. The ties for sixty miles are already made and on the track. Track-laying has commenced and about fifteen miles have been laid. The bridges for the entire road are made of the best steel and the abutments are constructed of the best building stone that could be procured. This is the largest enterprise ever undertaken in connection with the mining business, as it is being built mainly to serve the purpose of developing the mineral resources of North Hastings. When this road is built and in running operation the success of the mineral operations which have been pursued by myself for years past under very disadvantageous circumstances will be assured beyond a doubt. The ores are now being eagerly enquired after in the American market, and it only requires transportation facilities to ensure success.

Referring to Madoc village I may state that its prosperity has been greatly advanced through the development of the above named mining industries, and the merchants and business men are now beginning to understand that the mineral resources of this section may yet prove the back-bone of their success in the future. The growth of this place warrants the hope that at a day in the not far distant future it may become the county town of North Hastings.

Yours truly,

WILLIAM COE.

The Honourable T. B. PARDEE,
Commissioner of Crown Lands,
Toronto.

APPENDIX No. 15.

MADOC, ONTARIO,
18th December, 1882.

DEAR SIR,—Referring to the development of the Iron Mining of this Province, I beg to say, that since my last report we have done but little mining in the Madoc district, not having shipped any ore from the Seymour mine this year, the developments there showing the necessity of a large outlay in aditional work to reach the main body of ore, we decided to suspend operations until we could fully develope the mine with a diamond drill which we will use on that property and our other mines in that district during the coming summer.

Our operations have in the meantime been confined to exploring and developing the mines in what is known as the Snowdon district, with such results as seem to justify the belief that it will be one of the most important mining and manufacturing districts in the Province.

From the developments already made we find two distinct ranges or belts of iron ore, known in our explorations as the north and south ranges, what is known as the south range of the district has been traced eastward as far as the Ottawa River and in which some very large mines are being developed in the townships reached by the Ontario Central and Kingston & Pembroke Railways, a few miles to the north of this range, is the north range or belt which we have explored for a distance of fifty miles eastward from the township of Snowdon, through Glamorgan, Monmouth, Cardiff, Faraday and Dungannon. The character of the ore at each end of the territory explored, as well as

at many intermediate points, is of precisely the same character, showing a fine crystalline structure with scarcely any variation in the percentage of metallic iron.

The results of these explorations I deem of very great importance, having demonstrated the existence of two distinct ranges or belts of iron ore, extending from the Ottawa River in a general south-west direction through the Province of Ontario. And from the experiments made there is no doubt but that in these two ranges there exists a great many very large and valuable deposits of iron ore, almost all of which are of great value, on account of the absence of phosphorus.

I append a statement showing analysis of ore from most of the deposits now being worked, or which are known to be workable deposits, in order to show the value of the Canadian ores generally, as compared with ores from the various districts in the United States and from foreign countries upon which the Bessemer works are obliged to rely for their supply of ores.

I find on a careful comparison with other districts that the Canadian ores are generally much richer in metallic iron, and are without a rival in any other country so far as freedom from phosphorus and other deleterious substances in objectionable quantities is concerned.

The shipment of iron ore from the Snowdon district has been greatly retarded on account of there being no railway connection to the mines, though some half dozen mines are already sufficiently developed to warrant a large tonage as soon as the railway is built. This will no doubt be done during the coming year, when it is believed the shipments from the Snowdon district will be very large.

It is intended to build a railway from the Victoria branch of the Midland Railway, at a point a few miles north of Kinmount, and extending eastward between the north and south ranges of ore, through the townships of Snowdon, Glamorgan, Monmouth, Cardiff, Faraday, and Dungannon.

By this line in connection with the Midland Railway the ore can be delivered cheaply either to Toronto or Midland City for shipment on the lakes, or, what is better, the ore can be sent by all rail via. Toronto and Buffalo to many of the furnaces in the United States, in this way enabling shipments to be made throughout the entire year in return coal cars at low rates of freight.

The development of mines in the various districts in the Province may seem to those who are not accustomed to the difficulties to be encountered, to have been very slow, but I find upon an examination of the official records that in 1879 the entire shipment was only 2,699 tons with a steady increase ever since, until the present year they are 51,758 tons, a much larger increase, and under greater difficulties than were experienced in opening up the Lake Superior mines in the United States.

The prospects of a large increase of shipments during the next few years are justified by the completion of the railways to the mines in the Snowdon district and to points on the same ranges reached by the Ontario Central and Kingston & Pembroke Railways.

The satisfactory development of the iron mines in the Snowdon district along with the rapidly increasing demand for charcoal pig iron, and the abundance of hardwood suitable for making charcoal has resulted in attention being called to the fact that charcoal pig iron can be made more cheaply in that district than in the most favoured localities in the United States. In this connection I may add that Messrs. Parry & Mills, of Chicago, are erecting a charcoal furnace on lot eighteen in the first concession of Snowdon, near to the Victoria mines, and expect to have it in operation early in the coming spring, and the Toronto Iron Company are also preparing to erect a large charcoal furnace on their property near their Imperial mine during the coming year.

Analysis of Iron Ores from the Province of Ontario.

Name of Mines.	Kind of ore.	Location.	Metallic Iron.	Phosphorus.	Titanium.
Madoc District—					
Seymour	M	Near Madoc	68·83	0·0104	None.
Dominion	"	" "	57·81	Trace.	"
Brooke	"	" "	68·37	0·023	"
Wallbridge	H	" "	64·61	Trace.	"
Moore	"	" Eldorado	64·99	"	"
Dufferin	M	" Malone	64·60	0·013	"
Nelson	"	" "	56·58	0·006	"
Bentliff	S	" "	68·40	0·005	"
Mullett	H	" Madoc	59·25	0·013	"
Sexsmith	M	" "	57·18	0·017	Trace.
Orton	"	" Thanet	60·30	0·027	2·47
Baker	"	" "	62·20	0·057	None.
Wollaston	"	" "	60·52	None.	"
Snowdon District—					
Paxton	M	Near Kinmount	55·12	Trace.	None.
Swamp Lake	"	" "	62·60	0·008	"
Victoria	"	" Irondale	61·02	0·052	"
Howland	"	" "	61·48	0·01	"
Imperial	H	" "	45·82	0·02	"
Ledyard	M	" "	55·00	0·02	"
Pine Lake	"	" Gooderham	53·60	0·007	7·91
New York	"	" "	70·38	Trace.	None.
Monmouth	"	" "	70·50	"	"
Cardiff	"	" Cheddar	62·10	0·180	Trace.
Thompson	"	" Haliburton	67·11	0·701	None.
Huron	S	" Irondale	64·60	0·05	"
Bancroft District—					
Coulson	M	Near Bancroft	66·13	0·02	None.
Dungannon	"	" "	69·77	0·020	"
York Branch	"	" "	50·49	0·959	"
Bancroft	"	" "	68·27	0·012	"
Kingston District—					
Glendower	M	Near K. & P. Rw.	64·83	0·01	1·32
Chaffer	"	" "	52·36	Trace.	11·43
Roberts	"	" "	62·64	0·009	None.
Wager	"	" Tamworth	64·12	0·017	"
Ottawa District—					
Forsyth	M	Near Ottawa	58·44	Trace.	None.
Haycock	"	" "	68·34	"	2·34

Note.—In Second column M indicates magnetic, H hematite, S specular ore.

The above analysis only shows the percentages of metallic iron, phosphorus, and Titanium, but in each case they were analyzed full and complete, but in no case was there ound any other deleterious substances in objectionable quantities.

Statement of Ore Shipments in detail for 1882.

Port Hope	300	tons.
Whitby	376	"
Belleville	16,376	"
Kingston	27,874	"
Ottawa	6,832	"
Total	51,758	"

I have the honour to remain,

The Hon. T. B. Pardee, Your obedient servant,

Commissioner of Crown Lands, Toronto. Chas. J. Pusey.

APPENDIX No. 16.

STATEMENT of Crown Lands Surveys completed and closed during the year 1882.

No.	Date of Instruction.	NAME OF SURVEYOR.	Description of Survey.	Amount paid.	No. of Acres.
				$ cts.	
1	18th May, 1881	James W. Fitzgerald	Township of Wilkes	273 84	51,052
2	21st May, 1881	H. R. McEvoy	Township of Field	571 48	28,164
3	21st May, 1881	M. J. Butler	Township of Badgerow	115 39	23,077
4	31st May, 1881	Alexander Niven	Certain base and exploration lines north of Lake Nipissing	409 67	.....
5	28th July, 1881	Elihu Stewart	Block of land in rear of Village of Sault Ste. Marie	487 25	1,037
6	3rd October, 1881	R. W. Hermon	Examination of surveys of certain townships.	159 91	.....
7	15th May, 1882	W. O. Johnston	Township of Hugel	1,638 98	23,414
8	15th May, 1882	C. D. Bowman	Township of Kirkpatrick	1,634 29	23,347
9	15th May, 1882	Frank Purvis	Township of Hagar	1,913 80	27,340
10	15th May, 1882	Thos. O. Bolger	Township of Dryden	1,612 80	23,040
11	15th May, 1882	Thos. O. Bolger	Survey of line between Timber Berths Nos. 46 and 54	204 00	6 miles.
12	14th July, 1882	John McAree	Timber Berths north of Lake Huron	2,622 25	77½ "
13	27th October, 1882	Thos. O. Bolger	Examination of certain surveys in District of Nipissing	260 95	.....
			January 30th, 1882, paid Willing & Williamson, for maps of Muskoka and Parry Sound Districts	9 00	.....
			April 22nd, 1882, paid to C. B. Franks for valuation of certain water lots in City of Hamilton	30 00	.....
			May 19th, 1882, paid J. D. Irwin, duty and express charges on maps	93 60	.....
			June 6th, 1882, paid C. M. Smith for maps of Ottawa and Huron Territory	667 35	.....
			October 9th and November 8th, 1882, paid G. B. Kirkpatrick travelling expenses *re* Sparrow Lake and Byng Inlet	40 35	.....
				12,744 91	200,471

GEORGE B. KIRKPATRICK, P.L.S.,
Chief Clerk in Charge.

THOS. H. JOHNSON,
Assistant Commissioner.

DEPARTMENT OF CROWN LANDS,
TORONTO, 30th December, 1882.

APPENDIX No. 17.

STATEMENT of Crown Land Surveys in progress and amounts advanced up to date.

No.	Date of Instructions.	NAME OF SURVEYOR.	Description of Survey.	Amount Advanced.
				$ cts.
1	16th February, 1882	David Beatty	Outline of certain Timber Berths on north shore of Lake Huron.	1,000 00
2	15th May, 1882	Alexander Niven	Certain base and exploration lines north of Lake Nipissing	3,200 00
3	15th May, 1882	Thomas Byrne	Township of Devine	2,800 00
4	15th May, 1882	David Beatty	Township of Biggar	2,322 12
5	15th May, 1882	James Dickson	Township of Canisbay	2,784 17
6	15th May, 1882	James W. Fitzgerald	Township of Pentland	3,806 00
7	15th May, 1882	Henry Lillie	Townships of Lewis and Proctor, and Residue of Shedden	1,400 00
8	15th May, 1882	Francis Bolger	Township of Ratter	1,500 00
9	15th May, 1882	Francis Bolger	Outline of Timber Berth on north shore of Lake Huron	170 20
10	15th May, 1882	H. R. McEvoy	Township of Dunnet	1,500 00
11	15th May, 1882	T. O. Bolger	Outlines of Timber Berths on north shore of Lake Huron	400 00
12	28th June, 1882	Alexander Niven	Township of Awrey	800 00
13	28th June, 1882	Alexander Niven	Outlines of Timber Berths on north shore of Lake Huron	Nil
14	15th Jan, 1869, and 21st Oct., 1872	Henry Creswicke, Jun.	Part of the Township of Sunnidale	1,100 00
			December 30, 1882. Paid Copp, Clark & Co., for maps	150 00
			December 30, 1882. Paid Rolph, Smith & Co., for maps	150 00
	Total			23,076 49

These Surveys have been nearly all completed in the field, but returns have not been received.

GEORGE B. KIRKPATRICK, P.L.S.,
Chief Clerk in Charge.

THOS. H. JOHNSON,
Assistant Commissioner.

DEPARTMENT OF CROWN LANDS,
TORONTO, 30th December, 1882.

APPENDIX No. 18.

STATEMENT of Municipal Surveys for which Instructions were issued during the year 1882.

No.	NAME OF SURVEYOR.	No.	Date of Instruction.	Description of Survey.	Date when Confirmed.
1	F. F. Passmore	505	24th February, 1882	Survey of Blind line between lots Nos. 17, 18, 19 and 20, on west side of Owen Sound Road, and lots Nos. 15, 16, 17 and 18, in 7th concession, and Gore lot No. 18, in 6th concession of Township of Arthur; and planting durable monuments at the rear angles of said lots on said Blind line	
2	Richard Coad	506	27th February, 1882	Survey of 4th concession of the Township of Delaware	
3	James Warren	507	20th May, 1882	Survey of line between lots Nos. 17 and 18, Township of Esquesing, and planting durable monuments at the north-westerly or westerly angle of said lot No. 17 in each and every concession, and at the north-easterly or northerly angle of said lot No. 17 in the 11th concession of the Township of Esquesing	
4	W. E. Yarnold	508	6th July, 1882	Survey of lots Nos. 13 and 14 in the 4th concession of the Township of Scott	
5	F. F. Passmore	509	6th July, 1882	Survey of lots Nos. 5 and 6 in the 10th concession (new survey) of the Township of Trafalgar	

GEORGE B. KIRKPATRICK, P.L.S.,
Chief Clerk in Charge.

THOS. H. JOHNSON,
Assistant Commissioner.

DEPARTMENT OF CROWN LANDS,
TORONTO, 30th December, 1882.

APPENDIX No. 19.

STATEMENT of Municipal Surveys confirmed during the year 1882.

No.	NAME OF SURVEYOR.	No.	Date of Instruction.	Description of Survey.	Date when Confirmed.
1	P. S. Gibson.....	500	5th September, 1882	Survey of the town line between the Townships of King and East Gwillimbury, opposite lots 110, 111 and 112 in East Gwillimbury and opposite lots 15, 16 and 17 in the Township of King.....	18th April, 1882.
2	J. J. Francis..... ...	499	21st April, 1882.....	Survey of lots 7, 8 and 9 in the 12th concession of the Township of Enniskillen.....	21st April, 1882.

GEORGE B. KIRKPATRICK, P.L.S.,
Chief Clerk in Charge.

THOS. H. JOHNSON,
Assistant Commissioner.

DEPARTMENT OF CROWN LANDS,
TORONTO, 30th December, 1882.

APPENDIX No. 20.

STATEMENT of Mineral Lands which have been Patented in unsurveyed territory on the North Shores of Lakes Superior and Huron, in the Districts of Thunder Bay, Nipissing and Algoma, during the year, 1882.

No.	No. of Description.	PATENTEE.	Description of Mining Tract.	Acres.	Amount.	Date of Patent.
					$ c.	
1	1301	James Colebrooke Patterson	"The Slate Islands" in Lake Superior, District of Thunder Bay...	9,793	9,793 00	3rd February, 1882.
2	1303	Walter Thomas Newman ..	Great Manitou Island, Lake Nipissing, District of Nipissing	203	203 00	21st February, 1882.
3	1329	Oliver Daunais, and Edward Augustus Wild.	Mining Location 39 T, and 40 T, south of the Township of Paipoonge, District of Thunder Bay.....	320	320 00	29th April, 1882.
4	1334	Joseph Williams, and Peter Murray	Murray Island and Island A, in Serpent Bay, District of Algoma..	55	55 00	20th June, 1882.
5	1377	Harold Andrew Wiley.....	Mining Locations R 11 and R 12, on Vert Island, Neepigon Bay, District of Thunder Bay.....	185	185 00	27th July, 1882.
6	1381	Harold Andrew Wiley.....	Mining Location R 5, on Vert Island, Neepigon Bay, District of Thunder Bay.....	227	227 00	18th August, 1882.
7	1383	Malcom Nicholson	Mining Location No. 44 T, east of and adjoining Lot No. 14, in the 1st Concession of the Township of Neepigon, District of Thunder Bay	80	80 00	1st September, 1882.
8	1384	Harry Wilson	Mining Location 45 T, east of and adjoining mining location No. 42 T, adjoining the Township of Neepigon, District of Thunder Bay.	80	80 00	1st September, 1882.
9	1385	Samuel Wellington Ray, and John Bourke	Mining Location No. 43 T, east of and adjoining Lot No. 13, in the 1st Concession of the Township of Neepigon, District of Thunder Bay	159	159 00	1st September, 1882.
10	1386	James Farrand Ruttan	Mining Locations Nos. 41 T, and 42 T, east of and adjoining Lots Nos. 11 and 12, in the 1st Concession of the Township of Neepigon, District of Thunder Bay	240	240 00	1st September, 1882.
11	1393	John Powell Vigars	Mining Location No. 48 T, on Neepigon River, District of Thunder Bay	87	87 00	7th September, 1882.

APPENDIX No. 20—*Concluded.*

STATEMENT of Mineral Lands which have been Patented, etc.

No.	No. of Description.	PATENTEE.	Description of Mining Tract.	Acres.	Amount.	Date of Patent.
					$ c.	
12	1401	John Watt.....	Mining Locations 46 T, and 47 T, on Alexander Portage, Neepigon River, District of Thunder Bay.....	224	224 00	2nd October, 1882.
13	1408	Phillip McRea	Mining Location on Darche Island, Lake Huron, District of Algoma.	100	100 00	27th November, 1882.
14	1412	Oliver Dannais, and Edward Augustus Wild	Mining Location No. 53 T, south-west of mining location 39 T, District of Thunder Bay.....	160	160 00	20th November, 1882.
15	1413	Oliver Dannais, and Edward Augustus Wild	Mining Location 52 T, north-east of mining location 40 T, District of Thunder Bay.....	160	160 00	20th November, 1882.
				12,073	$12,073 00	

GEORGE B. KIRKPATRICK, P.L.S.
Chief Clerk in charge.

THOMAS H. JOHNSON,
Assistant Commissioner.

DEPARTMENT OF CROWN LANDS,
TORONTO, 30th December, 1882.

APPENDIX No. 21.

STATEMENT of Work performed in the Survey Branch during the year 1882.

No.

1.—16 Instructions and Letters of Instructions for Surveys prepared and entered.
2.—11 Crown Surveys examined, completed, and closed.
3.—11 Surveyors' accounts for Surveys audited and closed.
4.—7 Reports to Council relative to Municipal Surveys drawn up and entered.
5.—5 Instructions for Municipal Surveys prepared and entered.
6.—2 Municipal Surveys examined and confirmed.
7.—25 Plans of Mining Locations examined.
8.—140 Plans of Private Surveys examined.
9.—560 Plans compiled and copied.
10.—49 Plans to accompany Instructions prepared.
11.—662 Letters relative to Surveys prepared, written, and entered.
12.—85 Letters relative to Mining prepared, written, and entered.
13.—1,956 Pages of Field Notes copied.
14.—66 Railway Plans and Books of Reference examined and certified.
15.—1,491 Patents issued during the year ending 30th December, 1882.

NOTE.—The foregoing Statement does not account for the time spent in furnishing information to parties applying personally at the Survey Branch, who are unable to obtain the information they require without assistance; much careful research into the old correspondence, plans, field notes, and other documents, being necessary in order to ensure reliability in the information given, which is frequently used as legal evidence in Courts of Law in disputed cases.

THOS. H. JOHNSON,
Assistant Commissioner.

GEORGE B. KIRKPATRICK, P.L.S.,
Chief Clerk in Charge.

DEPARTMENT OF CROWN LANDS,
TORONTO, 30th December, 1882.

APPENDIX No. 22.

STATEMENT of the Names of Candidates who have passed their Examinations before the Board of Examiners of Land Surveyors for Ontario during the year 1882.

PRELIMINARY CANDIDATES PASSED.

Archibald William Campbell.
Charles James Crowley.
Vaughan Roberts.
Joseph Tiernan.
George Devere Curtis.
Henry Lionel Esten.
John Fletcher Apsey.

FINAL CANDIDATES PASSED AND SWORN IN AS PROVINCIAL LAND SURVEYORS.

Charles Albert Bigger, Ottawa.
Hume Blake Proudfoot, Toronto.
Thomas Speight, Concord.
Alfred Paverly Walker, Toronto.
Louis Beaufort Stewart, Toronto.
Charles Edward Stuart Booth, Odessa.
William A. Ducker, Port Elgin.
Daniel Leavens Sanderson, Willowdale.
Arthur Jabez Van Nostrand, Aurora.

The Board of Examiners of Land Surveyors, for Ontario, meets at the office of the Commissioner of Crown Lands, on the first Monday in each of the months of January, April, July, and October, in every year, unless such Monday be a holiday (in which case it meets on the day next thereafter, not being a holiday). Section 6, Chapter 146, Revised Statutes of Ontario.

PRELIMINARY EXAMINATION.

All persons, before they can be apprenticed to a Provincial Land Surveyor, must pass a satisfactory examination before the Board of Examiners in the following subjects, viz.:—Vulgar and Decimal Fractions, Extraction of Square and Cube Root, Practical Geometry, Euclid, Plane and Spherical Trigonometry, Mensuration of Superficies, and the use of Logarithms; correct Spelling and good Writing required.

FINAL EXAMINATION.

Final Candidates, before obtaining a License to practise, undergo a strict and searching examination before the Board of Examiners as to their proficiency in Euclid; Plane and Spherical Trigonometry; Calculations of Areas by means of the Traverse Tables, etc.; Laying out and Dividing up of Land; the adjustment and use of the Transit or Theodolite; Astronomy, including the calculations necessary to determine the Latitude by meridian altitude of the sun, moon, or stars, or by double altitudes; Method of determining Time; of finding the time when any star passes the Meridian, with the time of its Elongation, Azimuth Angle, and Variation of the Compass; the Method of Keeping Field Notes; Drawing up Descriptions by Metes and Bounds for insertion in Deeds; taking Affidavits in the matter of Disputed Boundaries; the Law regulating Surveys; Geology; and also as to their proficiency as Draughtsmen.

THOS. H. JOHNSON,
Assistant Commissioner.

GEORGE B. KIRKPATRICK, P.L.S.,
Chief Clerk in Charge.

DEPARTMENT OF CROWN LANDS,
TORONTO, 30th December, 1882.

SURVEYORS' REPORTS.

(*Appendix No. 23.*)

DISTRICT OF NIPISSING.

Timber Berths North of French River.

Toronto, Ontario,
4th December, 1882.

Sir,—I have the honour to report that in obedience to instructions received from the Crown Lands Department, and dated July 14th, 1882, I proceeded to the field and made a survey of certain Timber Berths north of French River, that is to say, I ran the south boundaries of Timber Berths numbers sixty-seven, fifty-nine, fifty-one, forty-three, thirty-five, twenty-seven, nineteen and eleven; the boundary lines between numbers forty-three and fifty-one, between nineteen and twenty-seven, between twenty and twenty-eight, and between twenty-one and twenty-nine. I also produced the line from the south-east angle of number eleven due east to strike French River, and ran a line due south from the south-east angle of number twenty-seven, to the township of Blair; the total number of miles run being seventy-seven miles ten chains. The lines were all run astronomically, and corrected from time to time during the progress of the survey, by observations of Polaris at its eastern elongation; the chaining was done with a Chesterman's steel tape.

I began my survey at the south-west angle of Berth number sixty-seven, being a point on Salter's Meridian Line at the distance of sixty chains seventy-seven links south from his eighteen mile post, and running due east astronomically, at five miles one chain forty two links, I established the south-east corner of Timber Berth number sixty-seven; six miles further on established the south-east corner of number fifty-nine; and made each succeeding Berth six miles wide, excepting number twenty-seven which was made seven miles. From the south-east angle of number fifty-one I ran north between forty-three and fifty-one, to the south-west angle of Berth number forty-four, where I found an old post marking the position of said south-west angle; this line between numbers forty-three and fifty-one came out eighteen chains fifteen links short of the six miles. The line between nineteen and twenty-seven, etc., came out on Salter's Base Line sixty chains sixty links west of the post planted during the present season to mark the south-west angle of the Township of Dunnet, and the boundaries between number twenty-one and twenty-nine came out twenty-eight chains fifty-two links short of the six miles. This discrepancy between the theoretical and the actual distances between Salter's Line and the one run by myself is abnormaliy great, even after making due allowance for the considerable length of the lines and the general rough nature of the country. The result is, of course, that some of the included Timber Berths will have less than their normal area. This circumstance is, however, of comparatively small consequence practically, as from all I could gather from my own observation and from information received from persons evidently well acquainted with the region, all the timber has been killed by the fire which swept through some years ago. There is thus no pine nor timber of any other kind of any commercial value on the Berths specially affected by the error in question.

I shall now describe as concisely as I can, the tract of country that came under my observation during the survey. The geological formation is the Laurentian as is well

known. The rock is gneiss principally ; on the south boundary of Timber Berths number twenty-seven, however, a few belts of syenite, or syenitic gneiss were observed. The gneiss is of the ordinary micaceous character, and in many places it is very distinctly foliated, presenting a regularly banded aspect. The rock west of the Wahnapitae River contains a larger proportion of feldspar than the rock further east. Towards the west side of Timber Berths number forty-three the strike is about north twenty degrees east, and has changed to north thirty-five degrees west, a few miles further east. Along the lines between numbers nineteen and twenty-seven, etc., the strike is more nearly east and west, being north of west, and south of east. Everywhere the strata appears to dip at a high angle. Along Timber Berths numbers sixty-seven, fifty-nine, fifty-one, forty-three, thirty-five and about a mile and three quarters over upon number twenty-seven, most of the surface is rock, and is generally rough and broken and is quite unfit for settlement, containing as it does but a very small per centage of arable land. The small areas of good land over the distance named, occur on Timber Berths number fifty-one and thirty-five, as shown in the field notes, and in small areas along the Wahnapitae River. East of this stream, all along number forty-three, and for a mile over upon number thirty-five, the country is almost totally barren of soil, the surface being almost exclusively occupied by bare gneiss rock, or mossy swamps. In going east, as a point one mile and three quarters east of the south-west angle of number twenty-seven is reached a marked change may be noticed in the topographical features of the country ; the surface becomes level, or gently undulating, the rocks appearing to have been by glacial action, planed down to a more or less uniform surface. This character of country prevails, with a few exceptions, as far east almost as Wolseley River, and north to Salter's Base Line.

From the point above mentioned, one mile and three quarters east of south-west angle of number twenty-seven, as far east as almost to the end of the third mile on number nineteen, there is excellent land interspersed occasionally by small patches of rock cropping out. The soil is chiefly a brown clay loam of good quality. This tract of arable land extends south to the gorge of French River, but it is doubtful whether it extends very far to the north. To the east and to the north of this tract of good land, as far as my survey extended, the land is rocky and unfit for settlement, the percentage of good land being very small.

The line going south from the south-east angle of Timber Berths number twenty-seven, to the south channel of French River, passes over nearly level or gently rolling land all the way, interrupted of course by the north channel of the stream last mentioned. The soil is a clay or a sandy loam of good quality.

The timber plan indicates the distribution of the various kinds of timber. It is thus seen that the greater part of my line passed through a burnt country, the fire having gone over some parts a second time. The first fire appears to have occurred about fifteen years ago. Over this burnt country all the timber has been killed, and the burnt district extended as far as the eye could reach north of the line along the south of Timber Berths fifty-one, forty-three, etc., and on both sides of the line between nineteen and twenty-seven, etc., up to Salter's Base Line, and from information received from the Indians, I am led to believe that there is very little if any green timber, except perhaps towards the north-west, near the Wahnapitae River and close to Salter's Base Line. Over some parts of this burnt district there has been very good pine, as is evidenced by the dead trees still standing ; the prevailing timber has been white birch, poplar, balsam and cedar ; there is now a young growth of small poplar, white birch, red cherry and willow coming up. In reference to the portions of my survey covered by green timber, I may say that the only place where pine of much value was seen, was between the Manzenazing River and the second mile post on the south boundary of Timber Berth number fifty-one. The trees, however, are rather under than over medium size, and much of the timber was valueless for lumber under present circumstances. Near the south-east corner of Timber Berth number eleven there is a small grove of very good pine, and farther west, between that and Wolseley River, there are some groves of white and red pine ; the trees, however, are of small diameter, although of thrifty growth. In the green woods along the south boundaries of numbers sixty-seven, and fifty-nine at various points, scattering pine occurs among the other timber ; there is some also at different points around Tyson Lake.

Besides the pine, the other kinds of timber seen were white birch, balsam, poplar, cedar, hemlock, maple, black birch, yellow birch, basswood, ironwood, black ash, etc. Between the south boundary of Timber Berth twenty-seven and French River, and along the line running south from south-east angle of number twenty-seven, to the south channel of French River there is some very fine timber, hemlock, black and yellow birch, maple, basswood, etc. Around Tyson Lake there is much evergreen, hemlock, balsam and cedar. The Wahnapitae River is a fine stream with an average width of about one hundred and fifty feet; it is broken by numerous rapids, but is still a fine river for floating rafts. The water is good and palatable, although of the dark colour common to the streams of the country; among the fish found in it are the black bass, pike, pickerel, etc. The Manzenazing River is a stream of sufficient capacity for floating sawlogs, although those who lumbered upon it some years ago, found it advisable to erect dams across it at several points between Collins' Inlet and Tyson Lake. Mullin and Pietou Rivers, as far as my observation extended, might each be described as a series of narrow lakes connected by a small stream broken by many rapids, and capable, perhaps, during a freshet, of floating small sized sawlogs. These streams flow in the direction of the strike of the strata, through grooves formed by the erosion of a stratum softer than those on either side of it. Wolseley River is a stream large enough to float timber at any season almost; it has numerous expansions along its course. The water in all the streams crossed, except the mere brooks, was dark coloured, although sweet and wholesome. Tyson Lake and Manzenazing River contain pike and black bass.

Partridges abound in the woods, and some prairie chickens were shot in the brulé north of French River. I saw numerous traces of bear, red deer and moose.

I have the honour to be, Sir,
Your obedient servant,

(Signed) JOHN McAREE,
Provincial Land Surveyor.

The Honourable T. B. PARDEE,
Commissioner of Crown Lands,
Toronto.

(*Appendix No. 24.*)

DISTRICT OF NIPISSING.

TOWNSHIP OF DUNNET.

ST. MARY'S, ONTARIO,
December 21st, 1882.

SIR,—I have the honour to submit the following report of the survey of the township of Dunnet, instructions for which were issued from your Department on the 15th of May, 1882:—

Proceeding by way of Rosseau and Nipissing, and crossing Lake Nipissing by steamer, I reached the eastern boundary of the township, near the rear of the fifth concession, on the 19th of July, by canoeing up the Veuve or Widow River. Finding that Provincial Land Surveyor Bowman had already run the boundary between the townships of Kirkpatrick and Dunnet, and having checked his measurements of the concessions along said boundary, I laid off my concession lines two and three, three and four, and four and five at right angles to this boundary, and after running one mile west on each of them, ran the side line between lots two and three at right angles to the different concession lines.

On the night of the 21st of July, the first clear night after my arrival in the township, I obtained an observation of Polaris at its eastern elongation, at the south-east

angle of the sixth concession, and on the following day ran west astronomically on the sixth concession line. Finding that the boundary of Dunnet and Kirkpatrick at the place of observation was running too much west, I proceeded to the southern boundary of the township, and after retracing Provincial Land Surveyor Salter's base line from the south-west angle of Kirkpatrick, a distance of two miles west, I ran the side line between lots four and five north astronomically, from the south to the north boundary (already run by Provincial Land Surveyor Francis Bolger), with what result will be seen upon my plan. The survey was then carried west from this line, the side lines being run north astronomically, and the concession lines west astronomically, according to instructions. The depth of concession one was made eighty-two chains and seventy-five links on side lines four and five, the same as I found it to be on the east boundary.

The soil of the township is for the most part clay, and about two-thirds of the whole is fit for settlement. About one half will make excellent farming land, there being large tracts of it almost level, and free from stone. Over one-half of this township has been burnt; nearly the whole of concessions one, two, and three being within the burnt area.

There is some valuable pine timber in the township, the best being in the central part as shown by timber map. A small area of maple was found on lots four and five, concessions four and five. The remaining green bush is balsam, spruce, tamarac, cedar, birch, and poplar. On what is known as brulé, a thick growth of white birch, poplar, cherry, etc., has sprung up.

The township is well watered by creeks, and the River Veuve runs through it from west to east, the main branch entering at lot nine, concession six, and leaving it near the north-east angle of concession five. A branch also enters at lot twelve, concession five, and joins the main river on lot seven, concession six.

The formation where exposed is granite, and no indications of valuable minerals were met with. The variation of the magnetic needle was very uniform throughout the township, averaging about 5° 45′ west. The settlement of this township will of course take place from the Canadian Pacific Railway, which runs through it as shown upon my plan. There being no squatters in the township there is no inspection return.

I have the honour to be, Sir,
Your obedient servant,

(Signed) H. R. McEvoy,
Provincial Land Surveyor.

The Honourable T. B. Pardee,
Commissioner of Crown Lands,
Toronto.

(*Appendix No. 25.*)

DISTRICT OF NIPISSING.

Township of Hugel.

Whitby, Ontario,
October 18th, 1882.

Sir,—I have the honour to submit to you my report of the survey of the township of Hugel, in the district of Nipissing, surveyed according to instructions from your Department, bearing date the 15th day of May, 1882.

From Toronto, I proceeded to Lake Nipissing, and thence by canoe up the Veuve or Widow River to the west boundary of the township of Caldwell, which I followed until I found the north-west corner of that township.

Here I obtained an observation of Polaris, and then ran my south boundary, which I used as a base line, laying off the lots forty chains in width with the exception of lot

twelve, which is somewhat larger, and making the concessions eighty chains in depth. I then worked northward to the north-east corner and finished the survey at the north-west angle of the township.

I found one large lake called Deer lake, and two much smaller ones of each of which I made a survey.

The greater portion of this township has been overrun by fire and the timber destroyed. Some of the north part has also been burnt again last year.

The north-west corner of the township, however, is green bush, and contains a considerable amount of good pine, but the other timber is not of marketable value, being mostly white birch, small spruce, balsam, tamarack, and some poplar.

The basin of Deer Lake and the land east of it may be considered as good for farming purposes, the soil consisting of heavy clay, covered in places with a thin coat of sand; its value will be enhanced by its proximity to the Canadian Pacific Railway, which is not more than two or three miles to the south, and will give easy access to it, and by the numerous beaver meadows which will afford an abundance of good hay for wintering stock. Deer Lake also will be a benefit to the settler on account of the quantity of excellent fish it contains. The water of the lake is very dark and discharges into the Veuve River.

The remainder of the township is rather rocky and broken, the prevailing rock being gneiss, with thin veins of poor looking quartz. I saw no valuable mineral, although slight traces of iron could be seen in some places.

Throughout the whole township there are a great many small clay flats, which, although good land, can hardly be available for farming purposes on account of their isolation.

This whole township is, I think, more adapted for a grazing country than for farming, as the backward springs and early frosts are not conducive to good crops, while the numerous creeks, swales, and beaver meadows would be a great advantage in stock raising.

I have the honour to be, Sir,
Your obedient servant,

(Signed) W. O. Johnston.
Provincial Land Surveyor.

The Honourable T. B. Pardee,
Commissioner of Crown Lands,
Toronto.

(*Appendix No. 26.*)

DISTRICT OF NIPISSING.

Township of Ratter.

Penetanguishene, Ontario.
November 16th, 1882.

Sir,—I have the honour to inform you that, in accordance with your instructions of the 15th of last May, I have sub-divided the township of Ratter into farm lots of three hundred and twenty acres each, and beg leave to submit the following report together with the plan and field notes thereof.

I reached my starting point, the south-east angle of the township, as established by Provincial Land Surveyor, C. D. Bowman, on Thursday, the 21st July, where I observed Polaris the evening of that day, and on the following day proceeded with my work.

The township is generally level throughout and contains little good land. The face of the country is rocky and stony, with light sandy soil. The prevailing timber being white and red pine, balsam, poplar, white birch, with scattered groves of hemlock and tamarack.

Towards the centre of the township pine predominates of a merchantable quality. The westerly part of the township has been burnt over, all the timber being utterly destroyed, about one-sixth of the township has thus been devastated.

There is only one stream of any significance in the township, and that is found on the east boundary, it has a sluggish current, and has a depth of about two feet six inches and an average width of fifty links.

The Veuve, or Widow River crosses the south-west angle of the township. This is a good size stream, averaging in width from one and a half to two chains. The Canadian Pacific Railway follows its north bank. There is only one lake in the township and that is found on the west boundary. It contains great quantities of black bass and pickerel. Extensive hay marshes were met with.

Beavers are very numerous; many parts of the township are flooded from the operations of that busy animal. The country may be considered a "happy hunting ground" for sportsmen. Moose are found in abundance.

There are no settlers or any improvements whatever in any part of the township.

There was no local disturbance of the magnetic needle observable.

The contractor of the Canadian Pacific railway, Mr. Worthington, is pushing on the works of construction vigorously. He informed me that he hopes to have the railway open for traffic by the 1st of July, 1883. He has a force of upwards of two thousand men working west of Lake Nipissing.

I have the honour to be, Sir,
Your obedient servant,

(Signed) Francis Bolger,
Provincial Land Surveyor.

The Honourable T. B. Pardee,
Commissioner of Crown Lands.
Toronto.

(*Appendix No. 27.*)

DISTRICT OF NIPISSING.

Township of Kirkpatrick.

West Montrose, Ontario,
October 19th, 1882.

Sir,—I have the honour, in accordance with instructions from your office, dated May 15th, 1882, to submit the following report of the survey of the township of Kirkpatrick, in the district of Nipissing:—

I commenced the survey, as instructed, at a post shown to be planted on Salter's base line, at the south-west angle of lot number twelve in the first concession of the township of Caldwell, but not being able to find any trace of Salter's line, either east or west of said post, I made an observation of Polaris, and produced the line from said post due west, expecting after getting into country where it had not been so much burnt to find the original line, but failed doing so, until after I had run the whole of my south boundary and established the south-east angle of the township of Ratter, when Provincial Land Surveyor McEvoy, after producing my south boundary one mile on the south boundary of the township of Dunnet, informed me he had found Salter's base line, well blazed, at a distance of two chains seventy-five links south of the production of my line. I then, in accordance with the information received, retraced Salter's line back along the south boundary of Kirkpatrick, and found the true line to be south of the line I had first run two chains seventy-five links all along my south boundary, but as Provincial Land Surveyor McEvoy had commenced his work, and also Provincial Land Surveyor Bolger, we thought best to leave the first concession eighty-two chains seventy-five links in depth.

Nearly the whole of the township has been burnt over, there being only about eighty chains of unburnt land found along the lines run, the balance being thickly grown up with small poplars, birch, alder, etc.,with occasionally the trunks of large dead pines, while in some places there was no trace of the original forest left.

Along the Veuve or Widow River, varying from ten to eighty chains north and south from the same, there is land which might probably be used for farming purposes, the soil being a hard grey clay, which will likely make good grazing land, and being close along the line of the Canadian Pacific Railway will be desirable. The soil elsewhere throughout the township being somewhat of the same nature, but not in large enough quantities to make it desirable for farming purposes.

That portion of the township lying south of the river is poorly watered, there being no spring creeks, but a number of small streams, with deep, sluggish currents and stagnant water.

Moose deer, and also a few red deer, were seen, as well as bears, beavers, and musk-rats, the two latter in abundance along the river and small streams.

The rock is of the granite formation, mixed with mica in places. No indications of copper or iron were seen.

There being no squatters or improvements in the township no inspection returns will be required. The whole of the township, with the exception of about twenty chains on the west boundary and a few chains on the front of the sixth concession, being brulé, no timber plan will be necessary.

I have the honour to be, Sir,
Your obedient servant,

(Signed) C. D. Bowman,
Provincial Land Surveyor.

The Honourable T. B. Pardee,
Commissioner of Crown Lands,
Toronto.

(*Appendix No. 28.*)

DISTRICT OF NIPISSING.

Township of Hagar.

Eganville, Ontario,
November 20th, 1882.

Sir,—In accordance with instructions, dated 15th May, 1882, I proceeded by way of Toronto and Nipissing to survey the township of Hagar into farm lots of the three hundred and twenty acres each. Procuring supplies at Sturgeon Falls, I canoed up the La Veuve or Widow River until I struck the north boundary of the township of Dunnet, then followed the said boundary westward until I found the post planted by Provincial Land Surveyor McEvoy, in the north-west corner of the said township of Dunnet. I began the sub-division of the township of Hagar at said post, making it, as per instructions, the south-east corner of my township. I then ran the south boundary due west, nearly across the township, and one half the east boundary due north astronomically; after which I proceeded with the sub-division according to instructions, making the line between lots six and seven, and the line between concessions three and four, my base lines. Repeated observations were taken during the survey to ensure accuracy.

The township of Hagar is well watered by numberless small creeks, but more especially by the La Veuve or Widow River, which enters it by three different branches. What appears to be the main stream crosses the north boundary in lot nine, from thence it flows south-westerly to lot thirteen, concession three, it then turns and flows south-easterly, leaving the township in concession one. What is known as the north-east

branch crosses the north boundary in lot one, flows south-westerly through lots one, two, three, and four, concession six, and lots five, six, seven, eight, and nine, concession five, joining the main stream in lot nine, concession five. Another branch, known as the north-west branch, crosses the west boundary in concession four, flowing south-easterly across lots fourteen and thirteen, joining the main stream in lot thirteen, concession three.

The river valley is generally narrow, and in places over one hundred feet deep. The average velocity of the current is about one mile and one-half an hour. I made a traverse of the river from the east boundary to where it is joined by the north-west branch. Above that it, as well as the two other branches, is very shallow, and full of rapids and flood-wood jams, and not navigable for canoes. The average depth of the part traversed would be less than six feet.

The La Veuve River appears to be well stocked with small fish.

That portion of the township of Hagar lying south of the river, excepting a few small flats in the river valley, is practically worthless for any purpose whatever, being rocks and mountains. North of the river, although much broken by rocky hills, about one-half of the area is fit for settlement. The soil being a heavy rich clay loam, free from stone, and well adapted for agricultural purposes. I consider about forty per cent. of the township of Hagar good arable land.

Bush fires have destroyed nearly all the timber. The only pine, or in fact any timber worth mentioning, left standing is on lots one and two, concessions one, two, and three. There is a small island of timber at the junction of the north-west branch with the La Veuve River, and another in lot eight, concession five. That portion of the township lying south of the river is a brulé, with scattered red and white pine, with some tamarack, balsam, and white birch, and is covered with dense undergrowth and fallen timber.

No economic minerals of any kind were found during the survey. The prevailing rocks are granite and gneiss. Veins of feldspar and quartz were frequently met with, also a few small boulders of pudding stone.

The located line of the Canadian Pacific Railway follows at an average distance of less than two chains, the north shore of the river, across the township, crossing the main stream immediately above the forks in lot thirteen, concession three.

Moose deer, bears, and beavers were frequently met with during the survey.

Trusting that the plans, field notes, and report will prove satisfactory.

I have the honour to be, Sir,
Your obedient servant,

(Signed) Frank Purvis,
Provincial Land Surveyor.

The Honourable T. B. Pardee,
Commissioner of Crown Lands,
Toronto.

(Appendix No. 29.)

DISTRICT OF NIPISSING.

Township of Field.

St. Mary's, Ontario,
December 31st, 1881.

Sir,—I have the honour to inform you that I have completed the survey of the township of Field, under instructions from your Department, dated May 18th, 1881, and have to report thereon as follows:

Leaving Toronto on the 15th of June, I proceeded to the the township, via Rosseau and Nipissing, crossing Lake Nipissing by the steamer *Inter-ocean* to Sturgeon Falls. I then proceeded by canoes up Sturgeon River to the north-east angle of the township of

Springer, and having obtained on the 21st of June an observation of Polaris on east elongation commenced my survey by running the east boundary of Field on a course astronomically north, making the concessions one mile in depth, from one to six; the lots were laid out forty chains in width along the south boundary by retracing the northern boundary of the township of Springer from numbers one to fourteen inclusive, and I found only twenty-seven chains, twenty-five links left for lot fifteen to the north-west angle of Springer, instead of thirty-seven chains as shown on sketch furnished me. From the post at the north-west angle of the township of Springer, the west boundary was drawn on a course north astronomically as per instructions. In carrying out the survey I ran the line between concession two and three from the east to the west boundary, on a course west astronomically making the lots forty chains in width to lot fifteen returning to side line between lots ten and eleven. I ran north astronomically to the north boundary. The western portion of the survey was then completed in the manner set forth in instructions, and finally I worked east completing the work at the north-east corner of the township.

The latitude of south boundary I assumed as north 46° 27′ 16″. The variation of the needle was found to be west 6° 15′. Astronomical observations were taken frequently during the progress of the work, the details of which will be found among returns of survey.

I have to report about one-third of this township fit for settlement. The valley of the Sturgeon River, which traverses this township from south-east to north-west, is clay soil with an occasional vein of sand, which when cleared will make excellent farming land; while a fair portion of the township may be described as sandy loam, the best land is along the Sturgeon River and northern or central portion of the township, the other portion being rocky and generally unfit for settlement.

Considerable White Pine is scattered over the whole of the township, the south-west quarter is a very valuable limit of timber, the pine being of large growth and good quality, some very good pine was also found in the north-west quarter of the township, and the township generally is covered with a thick growth of white birch, balsam, spruce, cedar, tamarack, etc., here and there a few maples, some very good groves of cedar suitable for telegraph poles, and tamarack timber suitable for railway ties being met with.

As before stated the Sturgeon River traverses this township from north-west to south-east, eventually falling into Lake Nipissing. It is a stream about three chains in width and fifteen feet in depth, very suitable for driving purposes. The Tomiko River is the principal stream coming in from the north-east, and various creeks from other portions of the township—some of them being outlets of lakes—find their way into the Sturgeon River; a few lakes, as shown on my plan of township, were met with.

The general character of the township is undulating, but not broken, here and there a cliff, but no very high hills are met with. The formation is granite and is but scantily covered with soil in many places, especially in the south-west, north-west, and north-east portions. I did not observe any traces of valuable minerals, and saw no rock but ordinary granite.

Access to this township is at present by Lake Nipissing and the Sturgeon River, but the Canadian Pacific Railway will doubtless afford the means of settlement at an early day.

There being no squatters in the township no Inspection Returns are necessary.

I have the honour to be, Sir,

Your obedient servant,

(Signed) H. R. McEvoy.
Provincial Land Surveyor.

The Honourable T. B. Pardee,
Commissioner of Crown Lands,
Toronto.

(*Appendix No. 30.*)

DISTRICT OF NIPISSING.

TOWNSHIP OF DRYDEN.

BELLEVILLE, ONTARIO,
December 19th, 1882.

SIR,—I have the honour to report that on receipt of instructions for the Survey of the Township of Dryden, I proceeded to carry out the same. Having, after some difficulty, arrived at my starting-point on Salter's Base Line, I ran due north six miles, thus establishing the south-west corner of the township. Then running due east, carrying along the south half of the work, and then due west, I completed the township.

As will be seen from my notes, the country in Dryden is rough, broken, and rocky, and as a whole unfitted for agricultural purposes. Some flats of fair land are to be found, and along the line of the Canadian Pacific Railway a few farms may be cultivated, but no settlement of any size can be formed. Its timber resources are also very limited, the greater portion of it having been destroyed by fire. Along the northern boundary—in several instances extending over the sixth concession—some good pine exists, either in groves or in a scattered form.

The only stream calling for notice is the Wahnapitae River, which has a large and constant flow of water, admirably adapted for the driving of logs and timber, although much broken by falls and rapids. Pike and other fish are found in it, but not in large quantities. Not a solitary lake exists in the township. Fur-bearing animals are scarce, a few beaver being about all. There are few traces of valuable minerals to be found in the rock, which is chiefly granite. It is needless forming an estimate of land fit for settlement, the percentage being so trifling.

I have the honour to be, Sir,
Your obedient servant,

THOMAS O. BOLGER,
Provincial Land Surveyor.

The Honourable T. B. PARDEE,
Commissioner of Crown Lands,
Toronto.

(*Appendix No. 31.*)

DISTRICT OF NIPISSING.

TOWNSHIP OF WILKES.

PETERBOROUGH, ONTARIO.
January 10th, 1882.

SIR.—I have the honour to submit herewith the field notes and plan of survey of the township of Wilkes, performed under your instructions, dated 18th May, 1881.

This township lies east of the township of Ballantyne, and south of that of Boulter within the watershed of the Mattawan River.

It is situated very nearly on the height of land which divides the watersheds of the Maganetawan River flowing into the Georgian Bay, South River flowing into Lake Nipissing, and Mattawan River, which empties into the Ottawa.

It is divided almost diagonally from the south-west to the north-east corner by two fine lakes—Tea and Manitou Lakes—which are connected by a narrow chute a little more than a quarter of a mile long.

These lakes flow north-easterly into the Mattawan by the River Amable du Fond, which is itself a stream of some importance. With the exception of the two beautiful lakes referred to the general aspect and character of the township are about what is known of the Ottawa and Huron Territory, viz., partially broken by rough undulating tracts of hardwood upland, interspersed with low-lying patches of swamp-land yielding tamarack, spruce, cedar, etc., and the usual percentage of small lakes, ponds and marshes scattered between.

On arriving in the township and having taken the necessary meridian observations, etc., I commenced the survey of the line between concession two and three at its intersection with the west boundary.

This line I ran as a base to the east boundary, carrying through simultaneously the south boundary, concession line four and five and extending at the proper points the side lines north and south.

Returning to the west side of the township, further observations were taken at the intersection of concession line six and seven and side line ten and eleven. The latter was surveyed to the south boundary of the township of Boulter, and the concession lines started from it at the proper points east and west. On this general system of procedure the survey of the township was carried out and completed.

That part of the township lying south and east of Tea and Manitou Lakes and north concession ten can only be described in a general way, as a tract more or less broken by ridges of hardwood and mixed green timber separated by swamp valleys in which the prevailing timber is tamarack. In the uplands where maple, beech, and birch predominate the land is stony in many places to such a degree as to render cultivation impossible.

There are, however, occasionally met with patches of kind soil composed of sand loam of fair depth and fertility.

The swamps, which make up probably ten to fifteen per cent. of the total land area, present the usual characteristics, in some places soft and peaty, at others of a firmer consistency, especially where found resting on a clay or gravel sub-soil. There is no pine in quantity in this division of the township, and excepting black birch, it contains no timber of marketable value.

Along the west boundary, from a point near Tea Lake to the north end there is a strip of heavy hardwood about one block (one and a quarter miles) in width.

The soil too, is of fair depth and quality, and tolerably free from rock and stone in many places.

East of this strip of land, extending to Manitou Lake, and from Tea Lake to the north boundary, comprising about eight thousand acres, is a tract of rolling land covered with hardwood and green timber through which is scattered in considerable abundance some very fine pine and spruce.

The pine, in size, form, and quality, compares favourably with any that I have seen during several years' experience in northern Ontario.

Its value too is enhanced by its proximity to Manitou Lake and the capacious stream flowing out of it. The Canadian Pacific Railway also runs within twelve miles by water of this place, thus affording additional advantages and facilities for its removal to market.

The soil is not inferior, being of the usual kind of sand loam and the proportion of arable land is comparatively large. The north-east part of the township is rough and broken by low rock bluffs and ridges of granite rock enclosing stony flats and valleys of considerable extent. There are no large unbroken areas of cultivable land, but occasional patches of fair soil are often met with. The timber is very mixed and mainly consists of hemlock, spruce, tamarack, white birch, poplar, balsam, etc., mostly under average size. There is but little pine scattered over this part, although tamarack and spruce of fair dimensions are occasionally seen.

It may be worthy of remark here that although the country for miles north, east, south, and, I believe, west of this township has been lumbered over for thirty years or more, not one stick has yet been cut in it for that purpose.

The township also is singularly free of fallen timber. Excepting along the north shore of Long Lake on the south boundary, and for a distance of about half a mile east of it no evidence of fire or fallen timber to any extent was met with on the survey.

At the outlet of Manitou Lake, and on the north side are two half-breed settlers who have resided there some twenty years, and from whom the river Amable du Fond gets its name. They have an old clearing of some thirty acres on which they grow good crops of oats, beans, potatoes, turnips, and hay in abundance, for all of which they get double prices from the lumbering companies who come up the Ottawa in the direction of which all connection and communication is held. These settlers informed me that Tea and Manitou Lakes abound in salmon trout, white fish, bass, pickerel, etc., of large size. Salmon trout of thirty pounds weight having been sometimes hooked. In the river Amable du Fond some of my party caught speckled trout weighing two and a half pounds, and I understand that all the streams from this district flowing into the Ottawa are fairly stocked with this delicious little fish. The shores of Tea and Manitou Lakes, especially the latter, are deeply indented by bays which are shallow with flat sand bottom at the heads, but out towards open water the shores are lined with rock and stone sometimes dipping into the water at sharp angles. Reviewing the township as a whole, I do not consider it above the average for settlement, and, but for the pine tract I have described the timber product also would not come up to an average yield.

The proportion of arable land of the total land area I estimate at from twenty-five to thirty per cent.

I have the honour to be, Sir,

Your obedient servant,

(Signed) J. W. Fitzgerald,
Provincial Land Surveyor.

The Honourable T. B. Pardee,
Commissioner of Crown Lands,
Toronto.

APPENDIX No. 32.

REPORT

ON

COLONIZATION ROADS

FOR THE YEAR 1882.

To the Honourable T. B. Pardee,
Commissioner of Crown Lands,
Ontario.

Sir,—I have the honour to present the usual annual report of the works and operations of the colonization roads branch of the Crown Lands department for the year 1882, which will, I trust, be satisfactory to yourself in its detail, and to the public, as shewing a large amount of work accomplished for the expenditure made.

Among the many works hereafter enumerated I may specially mention that of the Nipissing Road which has now been extended to the vicinity of Callender station on the line of the Canadian Pacific Railway, thus opening to the public a new inlet to a fine area of land in the townships of Ferris, Nipissing, Himsworth, and others south of the railway, and which must ere long become the centre of an industrial region as yet in its infancy, thousands of acres of which, I can testify from personal observation, are scarcely inferior to those of "Old Canada West," not only for general agricultural purposes, but for the culture of the usual assortment of Canadian fruits.

Special attention was also directed to the improvement of main leading roads, such as the Muskoka Road, Rosseau and Nipissing, and others in the east, and I submit that the efforts of the department in that direction have been successful for the amount of money at its disposal, as will I am sure be attested by those who may travel over the roads since the recent repairs upon them ; and it is gratifying to report a most favourable season of fall weather, which greatly aided our efforts in respect of road-making, being, unlike that of the general fall season, practically dry, up to the time when frost set it.

As regards the general expenditure this year upon roads and bridges I may state, that in consequence of the extensive lumber operations and the great demand for the same throughout Ontario, wages have been unusually high, and labour correspondingly scarce, which had the effect of reducing in some degree the amount of work accomplished for the outlay, but which, notwithstanding, will bear a favourable comparison with previous years.

The works are as follows, a summary of the expenditure of which will be found at the end of this report :—

NORTH DIVISION.

1. Batchewaning Road,

Leading from Sault Ste. Marie to Goulais and Batchewaning Bays, is now produced to the latter named bay, and at present ends on or about lot 54 of P. L. S., Abrey's survey, and sub-division of his road survey, made in 1872.

This year three miles of road were made, besides repairs over portions previously built, to the extent of about $500. The portion made this year is through a rough section of the district, and which is likely to continue for some miles beyond.

The Dominion Government made the usual grant of $1,000 towards the work.

2. Bury Road.

This road is in the Indian peninsula, in the County of Bruce, and is intended to reach Tobermory Harbour, as a trunk road through the district.

This year, work was begun on lot 26, between concessions 4 and 5, E. B. R. in the township of Lindsay, being the end of last year's work, and continued to lot 35; thence along the 35th side line, and to within a few rods of the old Bury Road—length made, 4¾ miles.

Nearly $300 were used in repairing a large quantity of crossway on the old road, which the bush fires of the previous season had entirely destroyed, so that altogether, a large amount of work has been effected for the expenditure of $1,500.

3. Barrie Island Road,

In the Township of Jordan, on Manitoulin Island, begins on lot 23, and ends on lot 29, between concessions 8 and 9. Being through a heavy black ash swamp, the work was necessarily expensive, but, the outlay of $635 has made it one of the best pieces of road on the island, and one particularly required by the Barrie island settlers.

4. Bidwell Branch Road,

Also on Manitoulin island, reaches from Little Current and West Bay road, in the 10th concession of Bidwell, southerly between lots 24 and 25, to the 4th concession, and from thence westerly to lot 26, a length of 3⅜ miles.

Prior to the opening of this road settlers were confined to ice or water communication, so that the road was an apparent necessity.

The cost of the road was $540, but to it may be added $173.28, which was spent in reducing a heavy hill on the Manitouaning Road, and was a difficulty too great for the municipality to encounter, while they gave $75 in addition to the above to assist the work.

5. Centre Road.

This is practically the centre road northerly and southerly of St. Joseph island, extending from "Richards' dock" to Tenby Bay; it and "Hilton Road" being at present the principal roads of the Island.

The work this year was opening through concessions H. I. K. L., between lots 10 and 11, to connect with the Hilton Road.

The work was heavy, being mostly swamp, but an excellent job is reported—length, 2½ miles.

6. Coffin Road.

Work was begun at the termination of last year's work on lot 2, concession 1, of Coffin township, and was produced three-fourths of a mile.

The expenditure includes the building of a bridge over Thessalon river, 73 feet long on the line of the road.

7. Coffin Additional Road.

A production of one mile northerly was effected in this case from the Great Northern Road, from lots 3 and 4, in the 5th concession of Johnson township; and in addition, 1¼ miles of the old road received repairs which were absolutely required.

8. Gore Bay Road

Is built to open a way to market for the large number of settlers in the Township of Mills, at the south-east end of Lake Wolsley, on Manitoulin Island.

The course of the road is from the town line between Gordon and Mills, southerly on the line between lots 10 and 11, to the road allowance between concessions 6 and 7, and from thence westerly to the town line of Burpee—6¼ miles.

9. Gore and Providence Bay Road

Is also on Manitoulin Island, and begins on the town line between Carnarvon and Campbell, at the 14th concession of the last named township—1¾ miles made this season of rather expensive work, including several large culverts, and a large quantity of cross-waying.

10. Great Northern Road.

The money was used in this case chiefly in repairing culverts and wooden structures between Sault Ste. Marie and Echo River. The road had become dangerous for want of these repairs.

11. Galbraith Road.

This road passes through the Townships of Rose and Galbraith. This year three miles were made northerly from last year's work into the latter named township, passing through a hilly and broken district.

12. Kakabeka Road,

Which is one of the roads in the Thunder Bay district, passes Murillo Station on the Canadian Pacific Railway and westerly towards the Kaministiquia River; it is not yet completed, but this year two miles were chopped out and 3½ miles graded besides some repairs upon the older sections of the road. Some necessary repairs were also made upon bridges in the vicinity of the road.

13. Long Bay Road

Is on Manitoulin Island, and in the Township of Campbell, beginning at the first concession between lots 25 and 26, and ending at the 5th concession—a distance of over two miles (2⅜ miles).

This work opens a road for a great many settlers in the south-west part of the township, and must therefore be of great advantage to them.

14. Lefroy (or Kirkwood) Road

Was extended from the Bruce Mines Road (or perhaps more properly, the "Thessalon Road" from a point near the north-east angle of section 22, of Kirkwood, easterly through the Gore of Kirkwood, (lots 8, 9, 7, 6, 5,) and striking, approximately, the line between the 3rd and 4th concessions, a distance of 2½ miles. In addition, a bridge was built over a creek of considerable proportions, requiring a main span of 40 feet, and total length of 75 feet. A large amount of work was accomplished, therefore, for the expenditure.

15. Mudge and West Bay Road

Begins on the shore of West Bay between the 14th and 15th concessions of Billings, and continues on to lot 26 on the same concession line. The work was heavy, a black ash and elm swamp, which is now chopped, cleared and grubbed.

16. Mudge and Gore Bay Road.

The work in this instance was continued from the end of the work of the previous year to lot 16, in the Township of Allan. A further portion was also made from lot 20 to lot 24, passing round the end of Ice lake—1¾ miles made, mostly swamp, and therefore expensive.

17. Oliver Road.

After completing his work on the Kakabeka Road, the overseer began upon this, cleaning out ditches along the muskegs from the 1st to the 4th concessions, besides repairing the distance between Prince Arthur's Landing and the Oliver town line. Altogether 10 miles were repaired, including many culverts and structures. The road is now reported an excellent one.

18. Port Finlay Road.

As mentioned in last year's report, only about $500 were spent upon this road in consequence of a delay in obtaining from the Dominion Government a promised grant of a like amount. This year, however, the money was obtained, and, with the Ontario grant, was expended in producing the road northerly from the end of last year's work, to Barriver, a little north of the south-west angle of the north-west, quarter section of section four, Township of Laird, or to within less than half a mile of the south town line of Macdonald—over three miles. The work is well reported of, and it is expected that another similar grant will be spent next year in its further production towards the Great Northern road.

19. Sandfield and West Bay Road,

Which is another of those on Manitoulin Island, was commenced where the operations of last year were ended, near Big Lake, on the 8th and 9th concessions of Sandfield township; thence round the end of the above lake, and to the line between lots 25 and 26; thence northerly to Manitou Lake; thence westerly along the blind line between concessions 9 and 10 to the town line between Carnarvon and Sandfield; and from thence northerly to the corners of the four townships of Billings, Bidwell, Sandfield and Carnarvon, a length of 3½ miles, and gives roadway to the Sandfield Mills.

20. Second Line Road.

The original object of this road was to reach "Gros Cap" on lake Superior, and which was accomplished this year. Work was begun at the north-east angle of the north-west quarter section of section 34 of the Township of Prince, and from thence half a mile to the north-west angle of said section; thence south half a mile to the centres of sections 33 and 34, and thence westerly to strike the lake. There were 3½ miles built and 2 repaired.

21. Silver Islet Road.

Fifty miles of this road have been cut out about ten feet wide for the purpose of making a winter road or trail from the south side of Thunder Bay to Silver Islet.

At certain seasons of the year, chiefly in spring and fall, it was impossible to get across the peninsula with the mails, but teams will now find no difficulty in making the journey.

The expenditure for the work is about $1,400.

22. Thessalon River Road.

The Dominion Government has joined in the cost of making this road to the extent of $500, and it will be found a good investment, for, if produced as contemplated, it will open up the Thessalon River reserve, and add materially to its value.

By agreement with the Indian Department at Ottawa the selection of route was left to the overseer appointed by this Government, and he reports a good location thus far, and one satisfactory to all interested in it, who live in its vicinity.

This year three miles of the road were made, beginning on what is known as the Bruce Mines, or Thessalon Road, at the south-west angle of lot 5 of the Thessalon River survey, and making the highway easterly following approximately the south side of the said lot five, and continuing on the same course to the south-east angle of the south-west quarter section of section twenty-five.

A further extension of this road easterly is extremely desirable. The portion made is well done.

23. W. and 14th Concession Road.

The work on the line indicated by its name (on St. Joseph island) is two miles in length, and was begun on lot 1 and ended on lot 10 of concession 14.

Settlers gave $100 in labour in addition to the Government work.

WEST DIVISION.

1. Alsace Road

Begins at the Rosseau and Nipissing Road, on lot 191, and is produced two miles easterly to the 2nd and 3rd concessions of Nipissing, to reach a settlement very much in need of an outlet. It is chopped out sixty feet wide and well graded. Its farther production is required.

2. Bridges on Nipissing Road.

These are two in number, and have been named Wistiwasa and Burford's Creek bridges, the former being 76 and the latter 78 feet long. The first named cost $548.41, and the other $432.52, both excellent bridges, and built strictly in accordance with plans furnished by the Department. Main span in each case 60 feet.

3. Baxter Road and Bridges.

The object of this undertaking is to let settlers in Baxter out to Port Severn and Waubaushene. Without this work the people were entirely at the mercy of the water route, having no road.

Two bridges are required upon the road, one of which is completed, and the other is in course of construction.

4. Bracebridge Road

Is on the north town line of Draper from lot 10 to lot 16. Owing to the generally rough condition of the South Macaulay Road north of it, this road, being a better line will largely be used instead of it, and might with advantage be produced still farther easterly.

5. Brunel Road.

Work begun one and a half miles east of Port Sydney and repairs made five miles easterly. The road was impassable before the work of the present season.

6. Carling Road.

This is a new road running from the north-west road into Carling Township. The full returns are not in (though the work is completed), so that a full description is yet wanting.

7. Chaffey Bridge and Road.

The bridge is over East River on lot 30 of the 6th concession of Chaffey; a sixty feet span with approaches, making a total length of about 104 feet.

These bridges are great aids to settlers and settlement; in many instances they are able to make their roads but cannot manage so large an engagement as a bridge.

The Chaffey Road is made along the road allowance between concessions 2 and 3 of Bethune, and the length accomplished this season is $2\frac{1}{4}$ miles. It reaches a good settlement hitherto without a road.

8. Christie Road.

Altogether about fourteen miles of this road were repaired, although the chief repairs were at the east end of the road, and included some bridging.

The road reaches from the Rosseau and Nipissing Road at Seguin Falls to the Parry Sound Road. It is now in a fair condition and should in my opinion be kept in future by the municipalities.

9. Christie and McDougall Junction Road,

From South McDougall road to Christie Road in Foley. The work was from lot 16, concession 2 of McDougall easterly to lots 10 and 11, and from thence southerly to the Christie Road, on lots 10 and 11, concession 10 and 11 of Foley.

10. Commanda Road

Is one of considerable age, running from the Rossean and Nipissing Road towards Commanda and Restoul Lakes. It was very much out of repair, and the small grant of $500 was given to make it at all passable.

For the money $2\frac{3}{4}$ miles were put in very good condition. A further grant is asked for to repair and extend the work.

11. Draper and Ryde Town Line Road

Is the opening of the town line between Draper and Ryde through lots 16, 17, 18 and 19 to meet the side road between lots 10 and 11 of Draper. This was accomplished, as also about one half mile of the aforesaid side line, so as to meet an old settlers road in the 2nd concession—$1\frac{1}{2}$ miles made in all.

12. Draper and Gravenhurst Road

Is a work from the 3rd concession of Draper northerly between lots 5 and 6. It was a quarter of a mile of heavy crosswaying.

13. Denville Swamp Road.

This expenditure was the opening of a road from the Muskoka Road westerly through the 4th concession of the township of Strong to make a way for ingress to Nichol's mill—about half a mile made.

14. Distress River Road.

This is an important road, requiring more money upon it to make it adequate to the wants of the district. Two miles were constructed this season, beginning at or about the line between lots 10 and 11, and between the 8th and 9th concessions of Strong, and working westerly.

There were also 100 rods of crossway made upon the old portion of road opposite lots 5 and 6 in the 8th and 9th concessions of Chapman, with other important repairs.

This road should be extended at least to the head of Stony Lake, so as to reach Dunbar's mills.

15. East Armour Road.

Five miles of this road received general repairs and a great improvement effected. It was a small grant very well expended.

16. East River Road

Is that between Huntsville and Hoodstown, and was in a wretched condition. The work done upon it this season is of a permanent character, and extends over three miles in the Township of Stisted.

17. Eagle Lake Road,

Produced from the Eagle Lake Bridge in the 5th concession of Machar easterly to the intersection of the Muskoka Road location, between lots 20 and 21, con. 4, $1\frac{3}{4}$ miles. Half a mile of repairs were also made over a rocky ridge which had only been chopped out previously, so that $2\frac{1}{4}$ miles of new road may be said to have been made, and an excellent job effected.

18. Gurd Road.

It was intended to extend this road, but the condition of the portion made was such that its general repair was found to be the more advisable; 9 miles were therefore well repaired from the Rosseau and Nipissing Road to the west boundary of Himsworth. It is an important road, leading, as it does, into a prosperous settlement, largely German.

19. German Settlement Road.

This is a small work, the grant being to assist in opening a swamp to enable the inhabitants to get to the Rosseau and Nipissing Road. It is 3 miles East of Mecnnoma, terminating on lot 133.

20. Gravenhurst and Draper Road.

The appropriation enabled the overseer to repair 8 miles of this road, 5 of which are reported as very well done. The work was commenced at the "Finger Post," three miles north of Gravenhurst and continued easterly along the old road, It was a much needed work.

21. Himsworth Road.

This work was let by contract to those living in the vicinity of the road. It was the chopping out of the road allowance in Himsworth, between lots 20 and 21, through con-

cessions 7 to 16 inclusive, for the purpose of reaching the Nipissing Road. Some of the jobs are not yet completed and therefore the accounts are unsettled, but $200 have been paid upon it.

22. Junction No. 1 Road.

Ten miles repaired, beginning 4 miles north-easterly from McKellar Village, and extending to Spence on the Rosseau and Nipissing Road. The road, for want of labour upon it, had become quite impassable. More money is still required in this case, it being an important east and west road and still far from first class in character. The country through which it passes is very rough and broken.

23. Junction No. 2 Road.

This was a small job let by contract, and was a diversion from the old road to avoid the necessity of rebuilding a long, high and expensive crossway. $125 is the cost of the work.

24. Kearney Branch Road

Is also called Sand Lake Road, but more properly Kearney No. 2 Road. It has been produced $2\frac{3}{4}$ miles, beginning on lot 4, concession 14 of Bethune; thence north and east to the bridge over the Maganetawan River on the town line between Bethune and Proudfoot, and on to opposite lot 13. Two and a half miles of the Kearney road proper were repaired also, from Kearney P. O. to the 14th concession. This latter may be called new work as the former opening of the road was simply chopping it out, at a very cheap rate, some years ago. The improvements are very satisfactory.

25. Lorimer Lake Road.

As intended, this road is now produced to the North Road from Parry Sound. This season the overseer began his operations on lot 1, con. 9 of Hagerman, and ended on lot 38 of the road survey, the course of the road being north easterly. The amount accomplished is $3\frac{5}{8}$ miles which the inspector reports as admirably done, and that a large settlement is now supplied with road accommodation who previously were quite shut in.

26. Lake Shore and Danes Roads.

On the Lake Shore Road about 2 miles have been very permanently repaired, between lots 5 and 6 and on 4th and 5th concession line of Monck, to the west side of lot 10 in the 6th concession. On the Danes road opposite lot 20, cons. 10 and 11, 80 rods of crossweying repaired.

27. Menzies Bridge.

This is a structure having a main opening of 56 feet, and total length of 92 feet. It is now in course of erection, and will, when completed, open the only road the residents of Armour township have of reaching the Muskoka Road, Burk's Falls, and the markets generally. It is over the south branch of the Maganetawan River, on the line between cons. 8 and 9, and upon lot 7 of Armour. There has been paid on account of the work $536,63 or about its cost.

28. Musquosh Road.

There were 5 miles in this instance, well repaired. The work was begun 2 miles north of Gravenhurst and extended northerly and westerly along the road. Two bridges

were built to replace others which had been swept away by flooding, the structures being somewhat low. Toward these bridges Mr. Mickle gave $100. The Huston Lumbering Company $100 and the Muskoka Council $50, which, with the Government appropriation, enabled the overseer to complete an excellent work.

29. Macaulay Road.

The money in this case was spent in reducing the gradient of two heavy hills and building a large stone culvert.

30. Missionary Road.

One and a quarter miles repaired, from lot 37 Rosseau and Nipissing Road easterly. An excellent job done.

31. Muskoka Road.

The Government contributed $150 towards the repairs of bridges on this road in the Township of Morrison. Very excellent repairs were made between Huntsville and Cyprus, over a length of 6 miles; and the road was extended northerly 4 miles, reaching to the 10th and 11th cons. between lots 15 and 16. Another 4 miles are logged out and made as a winter road as far as the 4th and 5th concessions of Machar, meeting the Eagle Lake road.

32. Milne's Mill Road

Is from the Muskoka Road westerly along the blind line between the 1st and 2nd concessions of Strong, westerly, nearly one mile to the mills.

33. Nipissing Road.

The Canadian Pacific Railway has now been reached with this road, striking it at or near Callender Station on lot 32, con. 15, of Ferris. Portions of the road are not yet sufficiently well made for general traffic, but a good winter road will be found. The work was commenced on lot 15, con. 21 of Himsworth: thence northeasterly to the 26th and 27th concessions at South East Bay and thence northerly to the railway, following approximately the line between lots 32 and 33 of Ferris, some 8 miles in all. On this route are Burford and Wistiwasa Bridges before described.

34. North Chaffey Road.

This is a small work on the line between concession 12 and 13 of Chaffey, the repairing of crossways and bridges,

35. Oka Road.

This is constructed chiefly in the interests of the Oka Indians now settled in Gibson township, to afford a road from the "reservation" to Bala. The road is 4 miles long and reaches from a point south of the dam at Musquosh or Bala, south-westerly to the Indian settlement. The country over which it passes is rough and rocky.

36. Peninsula Road,

Produced from lot 12, concession 14 of Humphry north-easterly, to intersect the Parry Sound road at Ashdown, 1½ miles north of Rosseau. This 3½ miles completes the road

and gives a highway from Rossean to Gravenhurst, via Bala and the Musquosh Road, and to Bracebridge by way of Port Carling and the Lake Joseph Road, or the Lake Shore Road. The road was cheaply built, is through a broken country, and therefore not one of the best.

37. Perry and Monteith Road.

This road was repaired in two sections. It was repaired from the Stisted Road on lot 15, con. 12 of McMurich, westerly, and again from Emsdale, westerly. Some excellent work was done, including important diversions for the purpose of improving the location and to follow original road allowances. One and three-quarter miles also constructed, the extension of the road easterly from lot 19, con. 10 of Bethune, to lots 25 and 26—altogether 5 miles of repairs and $3\frac{3}{4}$ miles of new work.

38. Parry Sound Road.

This is the rebuilding of a crossway at the outlet of Whitefish Lake. A complete stoppage of traffic was threatened, and thus the work became a necessity.

39. Poverty Bay Road

Was produced $1\frac{3}{4}$ miles from the line between lots 5 and 6 of Croft township, westerly to lot 13. The country pierced by this road is a good agricultural district.

40. Peninsula Creek Bridge

Is near the town line, about lot 28 of Brunel, and is over Peninsula Creek. The requirements of the settlement demanded this work, a large section of country being in a condition of suffering for want of a passage over the creek.

41. Rosseau and Nipissing Road.

A large amount of work was done this year upon this road and is of a very permanent character. The repairs extend from 5 miles north of Rosseau to within 4 miles of Maganetawan Village, 28 miles; at least 7 of which were exceedingly well done, the balance consisting chiefly of repairs and renewals of bridges. Other repairs were made near Commanda to keep the road in a passable condition.

42. Red River Bridge.

This grant was used in connection with a similar sum given by the residents in renewing an old Government structure which time had rendered unsafe. It is now an excellent bridge.

43. Ryde, and Ryde Centre Roads.

Ryde Centre Road is on the road between lots 5 and 6 in 10 and 11th concessions of Ryde township, and the work consisted of 60 rods of crosswaying, and in all 1 mile of work.

"Ryde Road" is repaired between Dalton and Washago Road, and Housey's Rapids from the 8th concession south on old line between lots 25 and 26 to the 3rd concession. The money was well expended on both works.

44. Seguin River Bridge.

This is the renewal of one almost entirely destroyed by fire last year. It is on the McDougall Road and over the Seguin River. The work is not yet quite completed.

45. Sinclair Road

Was produced 3 miles from the end of last year's work, namely, from lot 2, concession 13 of Sinclair to the 3rd concession of Bethune between lots 25 and 26. This road as a whole is not a good one, having been at the first very cheaply constructed. Any further grant made upon it should be for its general improvement throughout before any new work is undertaken.

46. Stisted South T. L. Road

Is between the Muskoka and Stisted Roads on the town line after which the road takes its name. The distance is about 5 miles and has been with the appropriation about completed through the township, while the amount was of course insufficient to make it a first-class work.

Another expenditure of about $250 was made in Stisted in opening two miles of road from the 5th concession, northerly between lots 10 and 11, to a creek in the 8th concession where a bridge is required as well as the further production of the road to the Cardwell Road.

47. Savage Settlement Road.

This work is more properly on what has been designated the Chaffey Road, though running into the Savage Settlement. It was produced this season 2½ miles from the line between lots 23 and 24 near the blind line between the 1st and 2nd concessions of Perry, easterly to lot 28, and from thence north-easterly in almost a right line to that between lots 30 and 31, and between the 2nd and 3rd concessions of the same township. The road should now be turned northward and extended towards McGill's Mills to make it of the full value contemplated.

48. Stephenson 4th Con. Road.

Repairs over 2 miles of the road, but chiefly upon a rough rocky hill in the 8th concession of Stisted.

49. Whitestone Lake Road.

This is the opening of a road from the North Road between lots 25 and 26 of Hagerman, southerly to connect with the Ah-mic-lake Road in McKellar.

EAST DIVISION.

1. Anstruther Road.

From last year's work extended to lot 36, concession 11 of the township of Anstruther, 2½ miles.

2. Addington Road.

This year's work was a diversion of 7½ miles to avoid a very rough section of the original road. The grant was insufficient to complete the work properly, but the road is passable and a great improvement on the old road.

3. Anglesea Road.

This road is eight miles long, and was this year repaired throughout its entire length and with the repairs made is now a good road.

4. Alice and Indian River Road

Commences between Wilberforce and Alice on the road allowance between lots 20 and 21 and continues from thence easterly along the said road allowance $1\frac{1}{4}$ miles. It is a new road cut 40 feet wide and graded well throughout.

5. Arden Road.

The work of this season upon the road in question was in the township of Kennebec and began at the termination of last year's work on the 11th concession, and was continued southerly to the south boundary of the aforesaid township, connecting with a settlers road, in Hinchinbrooke, leading to Parham Village.

The work, though partly repairs, may be regarded as new work.

6. Algona Road

Is on the 9th concession of the township of the same name and extends from lot 2 to the town line. The work of the season began on lot 24 and continued westerly 1 mile ; new work, chopping out and grading.

7. Algona South (3rd Line), Road.

This road is on the town line between Grattan and Algona, extending westerly between the 2nd and 3rd concessions of Grattan—$1\frac{1}{2}$ miles of new road.

8. Algona 6th Line Road,

On line between lots 25 and 26 in the 8th concession of South Algona, commencing at the line between 8th and 9th concessions—about $\frac{3}{4}$ miles of new work.

9. Admaston Bridge and Road.

The bridge is on lot 21 concession 8 of Admaston, a new structure 100 feet long entirely of cedar.

The road is from the east side of the 6th concession on the road allowance between lots 18 and 19, proceeding from thence westerly along or near said road to the 13th concession ; a length of 6 miles. The work upon the road is, for the expenditure, very satisfactory.

10. Bolsover Road.

These repairs are through the township of Carden. The work consisted of one quarter mile of swamp, raised 3 feet or thereabout, approaches of considerable length made to bridges along the route, and grading also done, the whole being reported as very satisfactory and much required in the public interests.

11. Burleigh Road.

Repairs were made 2 miles north and two miles south from the Monck Road, making 4 miles, and again between Apsley and a point 7 miles north, making in all 11 miles of repairs.

12. Buckhorn Road

Repaired from the Monck Road north 7 miles, and from Buckhorn north 4 miles. The country is rough and the road is consequently rough, stony, and irregular.

13. Bobcaygeon Road.

Repairs began at Kinmount and extended 4 miles southerly. This is a rough road requiring repairs both north and south.

14. Barrie Road

Extends from the Addington to the Frontenac Road. The first 6 miles were made by the residents, and the last 1½ miles also. The intermediate space being opened by the Government. Nine miles were improved this year.

Another work was on the line between the 4th and 5th concessions of Barrie, beginning where the said concession line intersects the Addington Road, and from thence easterly 1½ miles. A new bridge occurs on the work, span 20 feet. The mile and a half was graded throughout.

16. Bagot Road.

Work began on lot 25, concession 8, of Bagot, and was extended westerly along the old Madawaska Road 5 miles. Whole distance graded and culverts repaired. This road is also known as the Ashdad Road.

16. Cameron Road.

This appropriation was spread over 6 miles, extending from the Rosedale Locks to Village of Coboconk. A good deal of rock blasting was done, this element being the chief difficulty with this as with many other colonization roads.

17. Cavendish Road.

The following is a full description, namely, commencing on the line between concessions 10 and 11 of Galway, and about 5 chains east from the north-west angle of lot 22 in the 10th concession. Thence easterly along the 10th concession and along the south side of Trout Lake, crossing Nogies Creek about 50 rods south of said lake and near the limit between lots 23 and 24; thence easterly along the south side of said lake to the west boundary of Cavendish, intersecting the same where the road allowance between concessions 10 and 11 of Cavendish intersects the said town line; thence easterly along said last named concession line to lot 8, there meeting a waggon road which leads to the Buckhorn Road, length, 6 miles. The bridge over the creek above named is 90 feet long with main span of 30 feet, and height 12 feet.

18. Chandos Road.

Two portions of roads—the first being repairs from lot 23 in 13th concession of Chandos, easterly to the boundary line—2½ miles; and the second from 2 miles east of the Hastings road westward 4 miles—several deviations made.

19. Carlow Road.

Five miles of the old portion of the road repaired, and 4 miles of the new, or extension, chopped out and partially made.

20. Cobden and Eganville Road.

Repairs began 5 miles east of Eganville, and extended easterly to the 5th line of Bromley 4 miles. This road is mostly over a limestone flat, requiring the filling in of rock crevices, etc.

21. Chalk River Road.

This is an uncompleted work in the township of Wylie. $500 drawn on account of the road.

22. Crottie Meadow Road

In South Algona, begins on lot 32, concession 5, and extends in a south-easterly direction, crossing lots 31 in the 4th and 5th concessions, 30 in the 4th and 3rd, 29 in the 3rd, 28 in the 2nd, and ending on 26 in the 1st concession. Length 3 miles. Work consisted in removing old timber and logs, making culverts, covering crossways, etc.

23. Combermere Road.

This is in reality that portion of the Peterson Road between "Brudenel Corners" and Combermere Village on the Madawaska River. The repairs were very much required, the culverts and crossways being entirely decayed and dangerous.

24. Culls Road.

Two and a half miles repaired. The road begins on the "Opeongo," where the road allowance between lots 15 and 16 intersects the same, and thence northerly along the said road allowance.

25. Deer Lake Road.

Repairs commenced at Monck Road, on lot 16, concession 12, of Cardiff, and extended to lot 25, concession 18. Three and three-quarter miles of very rough road were made with the present repairs a very good one.

26. Douglas and Haley's Station Road

Is in the township of Bromley on the north side of the Bonnechère, and is 8 miles long. Two and a-half miles were improved very materially, the work consisting chiefly in elevating the road-bed, which was too low and wet for general use, loaded teams being unable to pass over it.

27, Douglas Road.

This road being exceedingly rough and hilly, the work was largely in reducing them to a practical slope. Its course is as follows: Commencing at Douglas on lot 4, concession 8 of Bromley; thence east to concession line between 7 and 8; thence northerly along concession line to that between lots 12 and 13; thence east to line between concessions 6 and 7; thence northerly to line between lots 15 and 16, or to the Eganville and Cobden Road, 4½ miles.

28. District Line Road,

Between Stafford and Alice townships. The line had been opened previously in a very rough manner, but required the outlay upon it to make it at all passable as a good road. The work was from the south-east corner of Alice northerly 3 miles.

29. Donegal Road.

Repaired from Eganville to Delaney's Creek—5 miles—crossways repaired, stones removed, etc.

30. Eighth Line Alice Road.

This work was begun on the boundary between Alice and Stafford, on the line between 21 and 22, on ranges A and B of Alice ; thence westerly along the said line to the 8th concession, 1½ miles ; graded 16 feet wide throughout and a large number of pine stumps removed.

31. Frontenac Road.

Repairs from Ompah to Playfair's Corner—8 miles. Work said to be exceedingly well done.

32. Frontenac Junction Road.

This work is from the Frontenac Road to Clarendon Station on the Kingston and Pembroke Railway—18 miles repaired.

33. Fermoy and Sydenham Road

Described as follows: Commencing at Sydenham Village, on lot 5, concession 4, of Loughboro' ; thence north to the 6th concession line ; thence east along said last mentioned concession line to that between lots 6 and 7 ; thence northerly along said last named line to the 8th concession ; thence north-easterly across concessions 8 and 9 to the 10th concession, intersecting the same on lot 10 ; thence in a north-westerly direction around the west end of Otter Lake to the north end of lot number 7 in the 12th concession—total length, 10 miles. The repairs began 2 miles north of Sydenham and were extended 8 miles. Phosphate mines in the vicinity of this road causes heavy traffic over it, hence the repairs became an absolute necessity.

34. Flinton Road.

Four miles repaired, making it a very good road throughout its entire length.

35. Fifth Line Bromley Road.

The route of this line is so low and flat that brushing and ditching were required throughout the greater portion of the 2 miles made. The work was from the south side of lot 10, in the 5th concession of Bromley, northerly along the said concession to lot 15.

36. Glamorgan Town Line Road,

Being the boundary line between Glamorgan and Monmouth, and extending from the Monk Road to reach settlements in the 8th, 9th and 10th concessions of Glamorgan—2 miles made.

37. Glastonbury Road.

This road begins on the Addington Road, and at present ends at the north-east angle of Kaladar township—7 miles.

38. Grattan and Algona Road

Commences on the 22nd concession of Grattan, at lot 26, and extends westerly to lot 36 in the 24th concession—4½ miles. The greater portion graded and many hills reduced.

39. Haliburton and Doyle's Road.

Fifteen miles repaired, from a point 8 miles east of Haliburton Village easterly.

40. Haliburton and Guilford Road.

There were 6 miles of this road repaired between the Peterson Road and Haliburton. The road commences at the village on lots 17 and 18, concession 8, of Dysart, and from thence north-easterly to the line between concessions 9 and 10, intersecting the same on lot 20; thence westerly along the last mentioned road allowance to lot number 17; thence north-westerly to the Peterson road on lot 7, concession 13, of the aforementioned township, a total length of 7½ miles.

41. Harvey Road.

This road commences at the Bobcaygeon Road on lot 16, concession 9, of Harvey, and continues from thence easterly along the north-west side of Pigeon Lake and ending on the Buckhorn Road about 4 miles north of Buckhorn Village. This year the work was begun near the line between concessions 10 and 11 and continued westerly 3 miles. The gronnd was very low generally, and required raising and ditching over a considerable portion of its length.

42. Hastings Road.

A large amount of work was done upon this road. In addition to the 10 miles repaired, a bridge was built over Egan's Creek 100 feet long, having a main span of 30 feet—the structure being 12 feet high and covered with two-inch planking. The repairs were from Egan's Creek to York River, and included a deviation 1 mile in length from free grant lot 40 to lot 49, east of the road in Dungannon.

43. Herschel and Faraday Town Line Road.

Work commenced on lot 25 and continued westerly 2½ miles to Cardiff township.

44. Hagarty Road.

The length of the work is 1½ miles which was graded throughout and all crossways covered. It is from lot 1 in the 6th concession of N. Algona, westerly along the concession line

45. Horton and Ross Road.

Improvements made from the north boundary of Horton, where line between concessions 3 and 4 intersects, southerly along said concession line to the road between lots 20 and 21, 3 miles. One mile of work was also performed on the side road between lots 20 and 21 in the 4th concession.

46. Kirkfield Road.

Altogether 13 miles of this road were repaired, and it was also extended 1 mile to connect with the Monck Road. The outlay also includes bnilding a bridge, towards which the municipality contributed about one half its cost. Another bridge 66 feet long was also erected, so that a large amount of work has been managed for the $550 expended.

47. Kennebec Road.

Repairs from Cross Lake Bridge in Kennebec, westerly, to the Glastonbury Road, a length of 4 miles.

48. Lutterworth Road.

Some excellent repairs were made over several (8) miles in this instance, the roughest sections of the road being selected for operations.

49. Lavant Road.

Twelve miles of this road repaired and 5 on a branch of it called "Joe Lake," in Lavant, from lot No. 6 in the 5th concession to the rear of the township.

50. Lonsdale and Bridgewater Road.

This road is in three sections and is made to complete communication between Lonsdale on Salmon River in the Township of Tyendinaga, Bogart's Mills, and on to Bridgewater in Elziver township. The first section is in Tyendinaga, and the other two sections in the township of Hungerford, the combined length being some 7 or 8 miles.

51. Monmouth Road.

A road begun last year and made a distance at $3\frac{1}{4}$ miles. It was extended this year 3 miles, crossing lot 9 con. 1 of Dudley ; 8, 9 and 10 in con. 16 of Monmonth, and lot 10 in 15th con., ending on the side line between lots 10 and 11 on the road allowance between concessions 14 and 15 ; 3 miles made. A further extension of the road is being strongly urged by those interested.

52. Monck Road.

Repairs were begun 7 miles east of Bobcaygeon Road, and extended easterly 5 miles to what is known as Devils Creek, where a substantial structure 200 feet long was built to replace the old bridge. Other repairs were made east of Norland. Annual repairs are still required upon this road, it being the chief east and west artery of the district.

53. Methuen Road.

Work commenced on the Chandos Road upon the road allowance between lots 25 and 26, and on the line between concessions 2 and 3, from thence the road was made northerly $1\frac{1}{4}$ miles.

54. Mississippi Road.

East of the Hastings Road two bridges were renewed, and the balance of the grant spent in general repairs. East of Addington Road, about 15 miles were improved very much. The principal operations were between Ompah and Vennacher.

55. Monteagle Road.

Two miles added to this road, being from last year's work southerly on the road allowance between lots 10 and 11 to the line between the 8th and 9th concessions of Monteagle. It is intended eventually to unite this with the Hastings Road.

56. Mississippi and Frontenac Junc. Road.

The first 3 and last 2 miles of this road were very good, the middle portion being rough. The whole length is about $7\frac{1}{2}$ miles and has been very much benefited by the expenditure upon it, and it is now in very good shape for general traffic.

57. Mississippi and Addington Road.

This is practically a diversion of the Mississippi Road to avoid what is called and known in the locality as "Eagle Hill." This new road, which is 2½ miles long, is an excellent location, and, with some additional work upon it will be found of untold advantage to the people, enabling them to escape passage over the hill mentioned, and in lieu thereof to get an almost level line.

58. Muskrat River Bridge.

Over Muskrat River, on lot 23, of the first concession of Stafford. When completed it will be 130 feet long, main span 50 feet, and remaining portion 15 feet spans supported by bents.

59. McNab Road.

The work was confined to the reduction of some heavy clay hills and filling in a deep ravine over a stone culvert. The work was let by contract by the overseer at a good bargain, and the work was well done.

60. Opeongo Road,

Repaired in three sections, as follows :—1. From 2 miles west of where intersected by the Peterson Road, 2 miles westerly. 2. Along the 16th concession of Brudenel, over a very stony portion ; and 3. From Renfrew westerly, 6 miles. This last section was also rough and stony.

61. Osceola and Pembroke Road.

Commencing at the north boundary of Bromley where the 3rd concession line intersects, the road was repaired 2¼ miles southerly, along the 3rd line. The work was heavy ditching and grading, well done.

62. Portland and Hinchinbrooke Road.

This road is through a poor section. It begins at the boundary between Camden and Portland, where the 9th con. of Camden intersects the road. From thence it is made north-easterly, crossing 27 in the 13th, and 27, 26, 25, in con. 14 of Portland, meeting the south boundary of Hinchinbrooke, where the road allowance between lots 10 and 11 intersects it ; thence northerly along said 14th con. line to Chippego Lake on lot 8, cons. 10 and 11, the length being 5 miles. For the outlay ($300), a good work was effected.

63. Pembroke and Eganville Road.

An old road. The work was about Lake Doré and includes 3¼ miles of grading, brushing and gravelling, besides 20 new culverts made in the distance.

64. Pembroke and Stafford Road.

Repairs from lot 24, con 3 to line between lots 18 and 19, 1½ miles—work, blasting rock, building bridges and grading roadway.

65. Palmer Rapids Road.

A road in the township of Raglan, leading to the Madawaska River. Through a delay in the receipt of provisions, etc., this work was delayed and the final report is not yet received.

66. Packenham Road Bridge.

This work is not yet completed.

67. Perrault Settlement Road.

A mile and a half made and repaired. The road is in Grattan in the 12th and 13th concessions.

68. Peterson Road.

There were over 5 miles repaired on the Peterson Road, east and west of the Hastings Road, and included a new bridge over Papineau Creek 195 feet long, together with a diversion of 2½ miles to avoid a hilly district.

69. Sharbot Lake Road and Bridge.

This is a work to be completed during the coming season. It is to be a floating bridge 800 feet long at the Sharbot Lake Narrows, and in connection with it, about 4 miles of road to complete the work. There is now no means except by water, of reaching Sharbot Village, even on foot, without trespassing upon railway property. The bridge is on lot 11, con. 4 of Oso.

70. Sheffield Road.

Work from Tamworth easterly on or near the road between lots 5 and 6 to con. 10; thence northeasterly across lot 6 in concessions 10 and 11 to that between the 11th and 12th concessions.

71. Snake River Bridge.

This is a work not finished. The bridge is over Snake River on the town line between Westmeath and Bromley and on the last lot in Bromley.

72. Sebastopol Road.

This is usually called the Clear Lake Road. Six years ago it was made passable, but imperfectly finished. This year the many stones which were upon the road we removed, and the culverts and bridges repaired.

73. Shamrock Road.

These operations were from lot 1 in the 11th concession of Admaston, northerly to the Village of Shamrock, on lot No. 10, the work being the removal of boulders and stones, the repairing of culverts and crossways and general grading.

Tamworth and Oso Road.

The chief difficulty in this case is steep hills along the line, and on account of a large amount of railway traffic, or rather traffic owing to the construction of railways near Arden, the road was much destroyed. The repairs were extended pretty well over the road and very much improved it.

75. Tudor Road.

This year's work is described as follows:—Commencing on lot 15, con. 16 Cashel; thence north in the township of Mayo to "The Narrows" on lot 18, con. 3 of Mayo; thence continuing on the same course to lot 24 in the 7th concession, there to intersect the Mississippi Road. Settlers had already made a portion of the road and the municipality had located it from the narrows.

76. Victoriaville and Coboconk Road.

These are 4 miles of repairs of the road between Victoria Road Station and Coboconk.

77. Victoria Road.

The Victoria Council and the Government gave each $100 for this work. The money was spent upon the road south of Portage Road. A bridge was also constructed over Black Creek, about 8 miles north of Uphill, to replace one which had been completely destroyed by fire and thus rendering the road useless. A lot of crossway was also destroyed.

78. Vennachar Road.

This road crosses from the Mississippi Road to the Hyde Chute and Frontenac Road in the townships of Abinger and Denbigh, some 6 miles long. Only $900 have been spent altogether upon the work, so that a good road cannot be expected, but it is pretty well opened and is advantageous to settlers in the District.

79. Wilberforce 23rd Line Road

Begins where line between concessions 22 and 23 of Wilberforce intersects the Pembroke and Eganville Road, and from thence it is continued westerly along the line 3 miles. A good deal of rock blasting was done along this route besides several deviations.

80. Westmeath and Pembroke Road.

These are repairs over a sandy hill and plain, which required much labour in reducing gradients and improving the road generally. The length wrought over is $1\frac{1}{4}$ miles. The road itself was originally an old stage route.

31. Wollaston Road.

A small work began at the Hastings Road between concessions 8 and 9 and ended upon lot 11 in the same concession, and in the township of Wollaston.

82. Wollaston and Faraday Town Line Road.

Three miles of repairs effected for the outlay. The labour was from the rear of the Free Grant lots to lot No. 11, the road being along or near the boundary.

SUMMARY OF EXPENDITURE ON COLONIZATION ROADS IN 1882.

I.

North Division.

1. Batchewaning	Road	$895	40
2. Bury	"	1,500	00
3. Barrie Island	"	635	00
4. Bidwell Branch	"	713	28
5. Centre	"	1,250	00
6. Coffin	"	300	00
7. Coffin additional	"	720	01
8. Gore Bay	"	1,595	00
9. Gore and Providence Bay	"	740	00
10. Great Northern	"	300	00
11. Galbraith	"	1,038	46
12. Kakabeka	"	1,400	00
13. Long Bay	"	430	00
14. Lefroy (or Kirkwood)	"	1,159	50
15. Mudge and West Bay	"	369	35
16. Mudge and Gore Bay	"	635	00
17. Oliver	"	1,461	60
18. Port Finlay	"	466	02
19. Sandfield and West Bay	"	621	12
20. Second Line	"	625	94
21. Silver Islet	"	1,436	98
22. Thessalon	"	809	60
23. "W" and 14 concession	"	225	27
		$19,327	53

II.

West Division.

1. Alsace	Road	$912	84
2. Bridges on Nipissing	"	980	90
3. Baxter Road and Bridges	"	1,147	13
4. Bracebridge	"	402	05
5. Brunel	"	550	00
6. Carling, Nos. 1 and 2	"	1,258	61
7. Chaffey Bridge and	"	1,028	00
8. Christie	"	1,423	06
9. Christie and McDougall Junction	"	307	50
10. Commanda	"	499	36
11. Draper and Ryde	"	200	00
12. Draper and Gravenhurst	"	200	00
13. Denville Swamp	"	353	85
14. Distress River	"	1,100	00
15. East Armour	"	225	00
16. East River	"	458	10
17. Eagle Lake	"	500	38
18. Gurd	"	1,510	00
19. German Settlement	"	100	00
20. Gravenhurst and Draper	"	1,000	00
21. Himsworth	"	200	00
22. Junction No. 1	"	1,997	45
23. " " 2	"	125	00
24. Kearney	"	1,044	59

25. Lorimer Lake	Road	$1,145	76
26. Lake Shore and Danes	"	579	00
27. Menzie's	Bridge	536	63
28. Musquosh	Road	763	03
29. Macaulay	"	200	00
30. Missionary	"	250	08
31. Muskoka, Nos. 1, 2 and 3	"	4,445	21
32. Milne's Mill	"	350	00
33. Nipissing	"	2,006	58
34. North Chaffey	"	200	00
35. Oka	"	915	66
36. Peninsula	"	910	15
37. Perry and Monteith, Nos. 1, 2 and 3	"	2,828	16
38. Parry Sound	"	100	00
39. Poverty Bay	"	497	19
40. Peninsula Creek	Bridge	249	95
41. Rossean and Nipissing, 1 and 2	Road	2,468	87
42. Red Bridge	"	500	00
43. Ryde and Ryde Centre	"	350	00
44. Segnin River	Bridge	600	00
45. Sinclair	Road	923	20
46. Stisted, No. 2. and S. S. T. L	"	707	60
47. Savage Settlement	"	1,010	58
48. Stephenson, 4th concession	"	200	00
49. Whitestone Lake	"	225	00
		$40,486,47	

III.

EAST DIVISION.

1. Anstruther	Road	$639	14
2. Addington	"	838	90
3. Anglesea	"	424	56
4. Alice and Indian River	"	559	93
5. Arden	"	500	00
6. Algona	"	353	37
7. Algona South	"	403	67
8. Algona 6th line	"	325	38
9. Admaston, Nos. 1 and 2	"	767	87
10. Bolsover	"	500	00
11. Burleigh, Nos. 1 and 2	"	942	95
12. Buckhorn, Nos. 1 " "	"	723	00
13. Bobcaygeon	"	219	05
14. Barrie, Nos. 1 and 2	"	739	95
15. Bagot	"	970	29
16. Cameron	"	200	00
17. Cavendish	"	717	15
18. Chandos, Nos. 1 and 2	"	570	39
19. Carlow	"	463	00
20. Cobden and Eganville	"	600	15
21. Chalk River	"	500	00
22. Crottie Meadow	"	350	00
23. Combermere	"	545	83
24. Cull's	"	476	06
25. Deer Lake	"	554	55
26. Douglas and Haley's Station	"	500	00
27. Douglas	"	500	00

28.	District Line	Road	$500 00
29.	Donegal	"	503 16
30.	Eighth Line Alice	"	150 00
31.	Frontenac	"	601 94
32.	Frontenac Junction	"	664 04
33.	Fermoy and Sydenham	"	300 00
34.	Flinton	"	550 09
35.	Fifth Line, Bromley	"	501 12
36.	Glamorgan	"	299 58
37.	Glastonbury	"	462 26
38.	Grattan and Algona	"	476 50
39.	Haliburton and Doyle's	"	904 33
40.	Haliburton and Guilford	"	300 00
41.	Harvey	"	304 32
42.	Hastings	"	844 51
43.	Herschel and Faraday	"	200 00
44.	Hagarty	"	400 00
45.	Horton and Ross	"	750 04
46.	Kirkfield	"	550 00
47.	Kennebec	"	488 36
48.	Lutterworth	"	302 07
49.	Lavant	"	1,505 17
50.	Lonsdale and Bridgewater	"	760 92
51.	Monmouth	"	817 23
52.	Monck, Nos. 1, 2 and 3	"	1,384 24
53.	Methuen	"	649 04
54.	Mississippi, Nos. 1 and 2	"	1,109 02
55.	Monteagle	"	295 72
56.	Mississippi and Frontenac	"	475 15
57.	Mississippi and Addington	"	451 20
58.	Muskrat River	Bridge	500 00
59.	McNab	Road	500 00
60.	Opeongo, Nos. 1, 2 and 3	"	1,787 19
61.	Osceola and Pembroke	"	668 85
62.	Portland and Hinchinbrooke	"	300 00
63.	Pembroke and Eganville	"	462 76
64.	Pembroke and Stafford	"	500 00
65.	Palmer Rapids	"	445 72
66.	Packenham Road	Bridge	400 00
67.	Perrault Settlement	Road	497 71
68.	Peterson, Nos. 1 and 2	"	1,101 88
69.	Sharbot Lake	Road and Bridge	911 33
70.	Sheffield	Road	300 53
71.	Snake River	Bridge	800 00
72.	Sebastopol	Road	800 00
73.	Shamrock	"	448 14
74.	Tamworth and Oso	"	350 00
75.	Tudor	"	485 00
76.	Victoriaville and Coboconk	"	500 00
77.	Victoria	Road and Bridge	1,080 09
78.	Vennachar	Road	311 81
79.	Wilberforce	"	250 00
80.	Westmeath and Pembroke	"	550 00
81.	Wollaston	"	175 00
82.	Wollaston and Faraday	"	500 00
			$47,011 21

RECAPITULATION.

I. North Division		$19,327 53
II. West "		40,486 47
III. East "		47,011 21
IV. Inspection		3,410 52
V. Balances of 1881		825 00
Total Expenditure		$111,060 73
Legislative Grant	110,650 00	
Refunds	410 73	
		$111,060 73

HENRY SMITH,
Supt. of Col. Roads.

Department of Crown Lands,
Toronto, 30th December, 1882.

REPORT

OF THE

MINISTER OF EDUCATION.

REPORT

OF THE

MINISTER OF EDUCATION

(ONTARIO),

FOR THE YEAR 1882,

WITH THE STATISTICS OF 1881.

PART I.—RESPECTING THE EDUCATION DEPARTMENT, 1882.

1. Proceedings of the Education Department.
2. Provincial, Normal and Model Schools.
3. County Model Schools.
4. Teachers' Associations.
5. Departmental Examinations.
6. Public School Teachers' Certificates, etc.
7. Inspection of Public, Separate and High Schools.

PART II.—STATISTICS OF PUBLIC, SEPARATE AND HIGH SCHOOLS FOR THE YEAR 1881.

PART III.—GENERAL, 1882.

1. Normal Schools, and Secondary and Elementary Education in the United States (Special Report).
2. The Kindergarten System (Special Report).

PART IV.—RESPECTING TECHNICAL EDUCATION AND MECHANICS' INSTITUTES.

Printed by Order of the Legislative Assembly.

Toronto:

PRINTED BY C. BLACKETT ROBINSON, 5 JORDAN STREET.

1883.

TABLE OF CONTENTS.

PART I.

EDUCATION DEPARTMENT, 1882.

PAGE.

DIVISION I.—*Proceedings of the Education Department*, 1882:

1. Legislation 10
2. Orders in Council 12
3. Minutes of Department 24
4. Circulars to Inspectors, Trustees and Teachers 26
5. Opinions and decisions of the Minister of Education 40
6. Confirmation of By-laws 65
7. Commissions of Enquiry 67
8. Financial and Business Transactions 68

DIVISION II.—*Provincial Normal and Model Schools*, 1882:

1. The Toronto Normal School 69
2. The Ottawa Normal School 72
3. The Model School, Toronto 75
4. The Model School, Ottawa 75
5. Directions as to nature and extent of instruction in the Normal and Model Schools 75
6. Expenditure, Normal and Model Schools, 1881-82 77

DIVISION III.—*County Model Schools*, 1882:

1. Report of Messrs. Ross and Tilley, Inspectors 78

DIVISION IV.—*Teachers' Associations*, 1882:

1. Ontario Teachers' Association 91
2. Lanark " " 94
3. Peel " " 95
4. S. Simcoe " " 96
5. S. Grey " " 96
6. Dufferin " " 96
7. N. Huron " " 96
8. W. Middle'x " " 96
9. London " " 97
10. Financial Statement 98

PAGE.

DIVISION V.—*Departmental Examinations*, 1882:

1. Admission of Candidates, Collegiate Institutes and High Schools 100
2. Intermediate Examination 104

DIVISION VI.—*Public School Teachers' Certificates, etc.*, 1882:

1. Third Class Professional Certificates (County Board) 105
2. Second " " " (Department) 105
3. First " " " " 105
4. Nominal List of Provincial Certificates granted by the Department 106
5. Third Class Certificates extended by the Minister during the year 111
6. Temporary Certificates authorized by the Minister of Education during the year. 112
7. Superannuated Teachers 113
   (1) Pensions granted during the year 113
   (2) Summary—1876 to 1882 114
8. Teachers retired from the Profession during the year 114

DIVISION VII.—*Inspection of Public, Separate and High Schools:*

1. *Public School Inspection.*
   (1) List of Inspectors (1882) 115
   (2) Extracts from Reports of Public School Inspectors 1881) 116
      1. Prescott and Russell 116
      2. Lanark 117
      3. Hastings—North 120
      4. Haliburton 121
      5. Ontario 122
      6. South Simcoe and District of Muskoka 123
      7. Brant 125
      8. Dufferin 126
      9. District of Algoma 126
      10. District of Parry Sound 128
2. *Roman Catholic Separate School Inspection* (1882).
   Report of Roman Catholic Separate School Inspector 130
3. *Collegiate Institute and High School Inspection* (1882).
   Reports of High School Inspectors 136

PART II.

STATISTICAL REPORT, 1881.

Statistics of Public, Separate and High Schools for the Year 1881.

1. *Public Schools.*
   (1) Receipts and Expenditure 145
   (2) School population, Average attendance, etc 146
   (3) Number of pupils in the different branches 147
   (4) Number of Teachers, Salaries, Certificates 148
   (5) School Boards and Rural Schools 148

PAGE.

2. *Roman Catholic Separate Schools.*
(6) The Roman Catholic Separate Schools 149
Report of Inspector on Special Examinations in Algoma and Parry Sound 129

3. *High Schools.*
(7) Comparative Statement—years 1881 and 1882 150
(8) Receipts and Expenditure—Pupils—Cost 150
(9) Number of pupils in the subject of study 151
(10) Accommodation and Miscellaneous 151

4. *General Statistical Abstract.*
(11) General Statistical Abstract—1872 to 1881 151

TABLES.

1. *Public Schools.*
I. TABLE A.—Receipts and Expenditure 154
II. TABLE B.—Pupils attending 160
III. TABLE C.—Pupils in different branches 166
IV. TABLE D.—Public School Teachers 172
V. TABLE E.—Public School Houses 174

2. *Roman Catholic Separate Schools.*
VI. TABLE F.—Roman Catholic Separate Schools 176

3. *High Schools.*
VII. TABLE G.—High Schools comparative statement, 1880, 1881 178
VIII. TABLE H.—Receipts and Expenditures 180
IX. TABLE I.—Pupils in the different branches 186
X. TABLE K.—Miscellaneous, Head Masters' names, Salaries and Universities 192

4. *General Statistical Abstract.*
XI. TABLE L.—General Statistical Abstract, 1872 to 1881 198

PART III.

GENERAL, 1882.

DIVISION I.—Normal Schools, and Secondary and Elementary Education in the United States, Special Report by Dr. McLellan 203
(1) State Normal School, Albany, N.Y. 203, 214
(2) State Normal School, Worcester, Mass. 205, 214
(3) State Normal School, Farmingham, Mass. 207
(4) State Normal School, Bridgewater, Mass. 208
(5) Boston Normal School 210
(6) State Normal School, New Britain, Conn. 213, 215
(7) City Normal College, New York 213
General Discussion 216
Summary of Conclusions 226

DIVISION II.—The Kindergarten System, Special Report by J. L. Hughes, Esq. 229

PART IV.

TECHNICAL EDUCATION.

PAGE.

Preamble—Instructions respecting Mechanics' Institutes 237
1. Association of Mechanics' Institutes 239
2. Mechanics' Institutes 241
3. Report of Superintendent (Dr. May) Ontario School of Art 243
4. Report of Western School of Art and Design, London 260
5. Report of Ottawa Literary and Scientific Society 261
6. Report of French-Canadian Institute, Ottawa 263
Annual Report of Board of Management, School of Practical Science 264

APPENDIX.

Containing Details of Condition of each Mechanics' Institute in 1882, Arranged Alphabetically 271

Conclusion 353

PART I.

PROCEEDINGS OF THE EDUCATION DEPARTMENT.

REPORT

OF

THE MINISTER OF EDUCATION (ONTARIO),

FOR THE YEAR 1882,

WITH

THE STATISTICS OF 1881.

To the Honourable John Beverley Robinson,
Lieutenant-Governor of the Province of Ontario:

May it Please Your Honour:—

As Minister of Education I respectfully beg to submit my Report for the year 1882, with the statistics of the year 1881, under four Parts and their several Divisions, namely:—

Part I. Proceedings of the Education Department during the Year 1882.
" II. Statistics of Public, Separate, and High Schools for the Year 1881.
" III. General.
" IV. Technical Education.

PART I.

PROCEEDINGS OF THE EDUCATION DEPARTMENT.

Division I.

1. LEGISLATION.

Certain amendments in the law relating to Public Schools, as well as High Schools, were made in the Session of 1882, by the Act, 45 Vic. cap. 30, to the effect following, namely:—

AS TO PUBLIC SCHOOLS.

1. That holders of Third Class Certificates awarded by County Boards of Examiners, after attending and passing the professional examination at a County Model School, might be employed as teachers in any county in the Province, without the requirement of the Inspector's endorsement.

2. It was made the duty of the County Inspector and of the Public School Board or Trustees to send in annually to the Department a separate report as to the fitness, aptness, and success in teaching of each teacher employed by such Public School Board or Trustees respectively, as additional evidence for the Minister's consideration on any application for an extension of such teacher's certificate.

3. For granting, by the Board of Examiners therein mentioned, Third Class District Certificates, subject to the regulations of the Department, in the territorial and remote districts following, namely, Thunder Bay, Nipissing, Algoma, and Parry Sound, also in the northern parts of the counties of Victoria (including the district of Muskoka), Peterborough, (including the county of Haliburton), Hastings, Frontenac, Lennox and Addington, and Renfrew, as might be defined by the Education Department.

AS TO HIGH SCHOOLS.

4. In confining the Board of Examiners for the admission of pupils to High Schools, composed of the Public School Inspector and the Head Master of the High School, to cities and towns separated from the county, and establishing as the Board of Examiners for High Schools situate in towns, villages or townships, the County Inspector of the district in which the High School was situate, the Public School Inspector of the town (if any), the High School Head Master and the Chairmen of the High and Public School Trustees, respectively, and of the Separate School (if any).

5. The repeal of the condition under which a High School could become a Collegiate Institute, namely, when it employed not less than four teachers, and the daily average of male pupils studying Latin or Greek was not less than 60, and substituting therefor the following provision: "The terms and conditions on which existing Collegiate Institutes may be continued or discontinued, and new ones established, shall be subject to and in accordance with the Regulations of the Education Department at any time passed for the purpose, and approved by the Lieutenant-Governor in Council."

"Any such regulations shall be laid before the Legislative Assembly within the first seven days of the session next after the Order in Council is made for its ratification or rejection, and no such order shall be operative unless and until the same has been ratified by resolution of the Legislative Assembly."

2. ORDERS IN COUNCIL.

I.—Appointment of Andrew L. Parker, M. A., as Temporary Inspector of Schools in Algoma, Etc., during the ill-health of P. Alvin Switzer (18th January, 1882).

II.—Appointment of James F. White as Inspector of Roman Catholic Separate Schools (25th March, 1882).

III.—Surrender of Lands by Galt Collegiate Institute (25th March, 1882).

IV.—Normal and Model Schools—Toronto and Ottawa.

Inspection by Dr. McLellan (20th May, 1882).

That High School Inspector McLellan be authorized to visit the two Normal and Model Schools in order to obtain specific information on every point which may tend to make the Provincial Normal and Model Schools more effective, in so much of the practical work of training teachers as respects professional instruction, and that he be also authorized to require from the Principal and masters and others concerned, all such information as he may think necessary therefor.

V.—Roman Catholic Separate School Inspection.

Discontinuance of visits of High and Public School Inspectors (20th May, 1882).

An Inspector having been appointed for all the Roman Catholic Separate Schools it

has become unnecessary that this duty of inspection shall any longer be performed under the regulations of the Education Department heretofore in force, and that each Roman Catholic Separate School be inspected by the Inspector so appointed, and that the High and Public School Inspectors be relieved from the further performance of such duty.

VI.—Appointment of John E. Hodgson, M. A., as High School Inspector (18th July, 1882).

In place of the late Samuel Arthur Marling, M.A., deceased, such appointment to begin from the 1st day of July, instant.

VII.—Regulations Approved (31st July, 1882).

These regulations relate to the following:—

1. Public Schools—Course of Study.
2. Public Schools—Text Books In Elementary Physics and Principles of Agriculture.
3. High Schools—Course of Study.
4. High Schools—Text Books In Botany and Principles and Practice of Agriculture.
5. High Schools—Distribution of Legislative Grant.
6. Collegiate Institutes.—Conditions required.
7. Training of Teachers—Amended Conditions.
   (1) Non-Professional Examination for Third and Second-class Certificates separately.
   (2) Professional Training of First-class Candidates.
8. Training of Teachers—Improved Means of Professional Instruction.
   (1) Provincial Normal Schools for Second-class Candidates. Longer Sessions.
   (2) Session at the Education Department for First-class Candidates. Scope of professional instruction for Second and First-class Candidates extended, including a course of Psychology.
   (3) High School Head Masters—Assistant Masters.
   (4) County Model Schools for Third-class Candidates. Longer Session.

1. Public Schools.—Programme or Course of Study.

1. The Programme or Course of Study shall be according to Schedule A herewith as far as the circumstances of the particular school will allow of the same being followed; and where these circumstances require it, such modifications are permitted as thereupon become necessary.

2. Special suggestions for the guidance of Public School Boards and Trustees, and for the benefit of Teachers, will be prepared by the Central Committee of Examiners, and read as explanatory of the subjects comprised in the Course of Study, and as to the methods of teaching them.

3. The subjects in the first Four Classes are kept distinct from those in the Fifth and Sixth Classes, and are arranged for separately, as Part I. of the Programme, while those of the Fifth and Sixth Classes appear under Part II. thereof.

4. The subjects therein respectively comprised are to be taken as obligatory upon all Public School Boards and Trustees, so far as the circumstances of their schools, in the judgment of the respective Boards or Trustees, will allow.

5. Public School Boards and Trustees are authorized to require any teacher in their employment to give occasional lessons in Elementary Physics and Principles of Agriculture.

6. The foregoing will take effect on and from the end of the Summer vacation.

SCHEDULE A.—Programme or Course of Study in Public Schools, Ontario.

Part I.

SUBJECT.	1ST CLASS.	2ND CLASS.	3RD CLASS.	4TH CLASS.
READING—	Tablet Lessons and First Reader.	Second Reader.	Third Reader.	Fourth Reader.
SPELLING—	Spelling from reading lessons.	Spelling from reading lessons.	Spelling, with elementary verbal distinctions.	Spelling. Verbal distinctions. Simple derivations.
WRITING—	Elementary writing.	Writing on slates and paper.	Copy writing. Business forms.	Copy and miscellaneous writing.
ARITHMETIC—	Numeration and notation to 1,000, addition and subtraction.	Numeration and notation to 1,000,000. Multiplication and division.	Greatest common measure and least common multiple. Vulgar fractions. Elementary decimals. Elementary reduction.	Vulgar and Decimal Fractions continued. Reduction and Compound Rules. Elementary percentage and interest.
DRAWING—	Elementary figures, straight lines and their simpler combinations.	Elementary figures, straight lines and curves, and their simpler combinations.	Copying Drawing. Drawing from objects.	Drawing from Objects. Shading. Elementary perspective.
GEOGRAPHY—	Elementary ideas concerning the earth, and directions upon it.	Local geography and elementary definitions. Map of the world.	Definitions. Simple map geography N. America and Canada. Map drawing.	Geography of North and South America, Canada, and Ontario. Map drawing.
MUSIC—	Rote singing of simple songs.	Singing of simple songs.	Simple songs. Elementary ideas of written music.	Song singing. Sacred music. Musical notation.
GRAMMAR AND COMPOSITION—	Oral and written exercises in language.	Oral and written exercises in language.	Analysis of easy sentences. Simple descriptive writing.	Analysis. Rendering poetry into prose.

History—	.....	.....	.....	Leading features in English and Canadian history.
Object Lessons—	Counting—(beans, pebbles, etc.). Form. Size. Colour. Weight. Common Objects (parts and qualities).	Lessons on common objects (parts, qualities, and uses).	Common objects (source, manufacture, uses, etc.). Animals, birds, plants.	
Temperance and Hygiene—	....	.....	Occasional lessons and familiar lectures.	Occasional lessons and familiar lectures.
Domestic Economy (for Girls)—	Threading needles. Hemming, *e.g.*, strips of calico, or a plain pocket handkerchief. Knitting—A plain strip,	Hemming, Seaming, or sewing. Fixing a hem. } *e.g.* Child's pinafore. Knitting—A ribbed muffatee.	Hemming, Seaming, Felling, Stitching, Sewing on Strings. } *e.g.* A pillow-case. Knitting—A child's plain sock.	Button-holing, Sewing on buttons, stroking, setting in gathers, marking. } *e.g.* A plain day or night shirt. Plain darning. Knitting—a ribbed stocking.
Drill (with Calisthenics for Girls)—	1. Teachers to take their own boys and form into squads according to strength. Then into squads with intervals, and put them through the following portions of Squad Drill:—Position of the soldier; standing at ease; dressing a squad with intervals; turnings; extension motions; saluting; instruction in marching; balance step—without advancing; advancing; the slow march; the halt; stepping out; stepping short; marking time; stepping back; changing feet; quick march; side, or closing step; turning when on the march; squad drill in single rank; marching and turning; marching as in file; diagonal march. 2. The boys to be ranged in companies, sized from both flanks, and told off in companies, half companies, and sections, and practised in the marches and variations of step which have been taught in single rank; the formation of fours; increasing and diminishing front; wheeling; forming company square. 3. Calisthenics for girls.			

Part II.—For Fifth and Sixth Classes.

READING—Fifth Reader, and critical reading from selected standard English works.

SPELLING—Prefixes, Affixes, and Roots. Verbal distinctions.

WRITING—Miscellaneous and business forms.

ARITHMETIC—5th—Interest, discount, percentage, stocks, loss and gain, square root.
6th—Stocks, partnership, alligation, cube root, etc.

DRAWING—Object drawing, shading, drawing animals and plants ; perspective.

GEOGRAPHY—Geography of the world. Political geography. Physical and mathematical geography.

MUSIC—Musical notation. More commonly occurring keys. Singing sacred written music. Transposition from one key to another.

GRAMMAR—Analysis and parsing. Transposition. Writing essays.

HISTORY—5th—Outline of Canadian and British history.
6th—Outline of Grecian and Roman history ; British and Canadian history.

ALGEBRA—5th—Four elementary rules. Easy simple equations.
6th—Simple equations and easy quadratics. Problems.

GEOMETRY AND MENSURATION—Euclid, Books I., II. Areas of rectilinear figures. Volumes of prism, cone, sphere, etc. Areas of simple surfaces.

2. PUBLIC SCHOOLS.—ELEMENTARY SCIENCE AND AGRICULTURE.

1. Public School Boards and Trustees are now authorized to require teachers in their employment to give occasional lessons in Elementary Physics and Principles of Agriculture. The following text books are therefore recommended and authorized for their use, as well as that of pupils receiving such instruction.

	WHERE PUBLISHED.	PUBLISHER.	MAXIMUM RETAIL PRICE.
2. In *Elementary Physics*—Science Primers, following—			
(1) Introductory. By Huxley.....	Canada	Canada Pub. Co...	$0 30
	England	Macmillan & Co....	
(2) Chemistry. By Roscoe	Canada	Canada Pub. Co....	0 30
	England	Macmillan & Co.. .	
(3) Physics. By Stewart	Canada	Canada Pub. Co....	0 30
	England	Macmillan & Co....	
Any Canadian or English editions thereof.			
3. *Agriculture*			
(1) First Principles of—by Henry Tanner, F.C.S., Examiner in Principles of Agriculture, under the Government Department of Science, England.	England	Macmillan & Co....	1s. stg., or 30 cts.

3. HIGH SCHOOLS.—COURSE OF STUDY, AS AMENDED BY REGULATION OF 13TH NOVEMBER, 1882.

Lower School.

1. The subjects of study which are obligatory upon all High School Boards are as follows :—

1. English Grammar.
2. English Literature.
3. Composition.
4. Dictation.
5. History and Geography.
6. Arithmetic and Book-keeping.
7. Drill and Calisthenics.

2. The subjects of study which are optional with High School Boards are as follows:—

1. Algebra and Euclid.
2. Natural Philosophy, Chemistry and Botany.
3. Latin and Greek.
4. French and German.
5. Music.
6. Drawing.
7. Physiology and Hygiene.
8. Principles of Agriculture.
9. Household arts—as Sewing, Cooking, and Housekeeping.

3. While all High School Boards are required to afford secondary instruction in classes in the obligatory subjects above prescribed, each Board may arrange, according to the particular circumstances of its school, the order in which such subjects are taken up, the amount of work and time to be given, and the number of classes.

4. High School Boards are not required to provide means of instruction in all of the optional subjects of study above authorized, but only in such as in the judgment of each Board the occasion or circumstances of their school render expedient.

Intermediate Examination.

5. The true object of this examination being to test the fitness of each pupil to proceed from the Lower to the Upper School, it shall be regulated so that any pupil of moderate capacity may, after the requisite period of study, pass in the most essential of secondary branches in the Lower School. The obligatory subjects of such examination are therefore limited to the following:—

1. English Grammar.
2. English Literature.
3. Composition.
4. Dictation.
5. Arithmetic, and
6. To one of the following subjects or groups of subjects at the option of each pupil, viz.:—
   (*a*) Algebra and Euclid.
   (*b*) History and Geography.
   (*c*) Any two of the following three:—
   Natural Philosophy, Chemistry, Botany.
   (*d*) Latin.
   (*e*) French or German, with, when selected by the parent or guardian of such pupil, Music or Drawing.

6. The Education Department will prescribe by Regulations the principles to govern in the preparation of questions, the reading and values of answers, the conditions of passing, and the time and mode of conducting the examinations.

Upper School.

7. The subjects of study in the Upper School shall be those prescribed for the Non-Professional Examination for First-Class Public School Teachers' Certificates, and

for Junior and Senior Matriculation in the Provincial University, in the case of pupils preparing for any such examination. In the case of other pupils, any parent or guardian, after consultation with the Head Master, and with his approval, is at liberty to select for his child or ward one or more of the following subjects, as may best suit the purposes of such pupil, viz.:—

1. English Language and Literature.
2. History.
3. Arithmetic and Algebra.
4. Any of the following :

French,	Greek,	Chemistry,
German,	Geography,	Botany,
Latin,	Natural Philosophy,	Geology and Mineralogy.

8. Head Masters are at liberty to continue in the Upper School any subject of the Lower School which they may think fit.

9. High School Boards are not bound to provide instruction in all the authorized subjects of study in the Upper School, but are entrusted with full discretion to afford instruction in such subjects only as they may consider necessary in the particular circumstances of their school.

10. The foregoing shall take effect at and from the end of the summer vacation.

4. High Schools.—Text Books.

1. High School Boards are now authorized to provide means of instruction in Botany and Principles of Agriculture as optional subjects. The following text books are therefore recommended and authorized for use in High Schools, as well as in the 5th and 6th classes of the Public Schools :

	Where Published.	Publisher.	Maximum Retail Price.
2. In *Botany*—			
The Elements of Structural Botany, with Special Reference to the Study of Canadian Plants. By Professor Macoun and H. B. Spotton, M.A.	Canada	W. J. Gage & Co...	90 cts.
3. In *Agriculture*—			
(1) First Principles of—by Henry Tanner, F.C.S., Examiner in Principles of Agriculture, under the Government Department of Science, England.	England	Macmillan & Co....	1s. stg., or 30c.
(2) For advanced pupils only—			
Elementary Lessons in the Science of Agricultural Practice, also by Henry Tanner.	England	Macmillan & Co....	3/6 stg., or $1.05.

4. Fleming's Analysis of the English Language being no longer suitable, is recommended to be struck off the schedule of text books in both Public and High Schools.

5. High Schools.—Distribution of Grant.

The principle of the Regulations of the 31st July, 1882, which regulates the distribution of the grant beyond the fixed sum of $500 to each school, according to the an-

nual amount paid by each for Teachers' Salaries has been generally recognized as sound, but modifications appear to be necessary in order to adjust this principle, in its practical application, fairly and equitably to the present condition of each High School, and its application is therefore deferred until further necessary information is obtained; in the meantime as the grant now payable for the last half of 1882, will be distributed on the basis of the former Regulations. It is accordingly unnecessary to introduce the text of the Regulations of the 31st July, 1882.

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6. Collegiate Institutes.

I. The following conditions are required from each Collegiate Institute now existing for its continuance, and for the establishment and continuance of any new Collegiate Institute, namely :—

1. Suitable School buildings, out-buildings, grounds, and appliances for physical training.

2. Laboratory, with all necessary chemicals and apparatus for teaching the subject of Chemistry properly.

3. Four Masters at least, each of whom shall be specially qualified to give instruction in one of the following departments :—English, Classics, Mathematics, Natural Science, and Modern Languages; the teaching staff of the Institute being such as to provide the means of thorough instruction in all the departments mentioned.

4. The excellence of the school, as required by the foregoing, must always be maintained to justify the special grant in each year.

II. No new Collegiate Institute shall be established unless *all* of the above conditions are complied with; and unless the yearly salaries of the four specially qualified Masters required by condition (3) amount in the aggregate to the sum of [$4,500] at least.

III. In case it shall appear, after due inquiry, that any Collegiate Institute has made default in the performance, observance, or fulfilment of any of the conditions of these Regulations, or in maintaining the proper standard of efficiency, the Lieutant-Governor in Council may withdraw its status and rights as a Collegiate Institute.

IV. The foregoing are intended to apply to each Collegiate Institute now existing, or newly established, on and from the 1st of January, 1883, or as soon thereafter as these Regulations may be ratified by Resolution of the Legislative Assembly.

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7. Conditions for Obtaining Public School Teachers' Certificates, and Subjects of Examinations.

1. For Third Class Certificates.

1. The existing Regulations shall continue in effect, except as hereinafter varied.

2. Every Candidate for a Non-Professional Third Class Teachers' Certificate must pass the Intermediate Examination prescribed by the Amended Regulations respecting the course of study in High Schools, and an additional examination in the following subjects :—

(1) Mental Arithmetic.

(2) Two of the optional subjects or groups of subjects so prescribed for the Intermediate Examination, in addition to the one taken by such Candidate at his Intermediate Examination, provided that the groups of Algebra and Euclid, and of History and Geography, must be taken, either at the Intermediate or additional examination.

2. For Second Class Certificates.

3. Every Candidate for a Non-Professional Second Class Teachers' Certificate, who has passed the examination for the Non-Professional Third Class Teachers' Certificate,

may present himself at the next or any other subsequent yearly examination for Non-Professional Second Class Teachers' Certificates.

4. The subjects for the Non-Professional Examination of Second Class Candidates shall be the same as those required to be taken by Candidates for Non-Professional Third Class Certificates, but the questions shall be separate and distinct, and of a higher standard.

5. The times of these Non-Professional Examinations shall be in the same week, and, as far as may be, concurrent with the Intermediate.

6. A female Candidate may, at either of the above-mentioned examinations, substitute for Algebra, one of the subjects of French, German, Music, or Botany, in which she has not been examined for the Intermediate.

7. The foregoing shall take effect at and from the end of the summer vacation.

3. For First Class Certificates.

8. Whenever the Session for the professional training of First Class Candidates at the Education Department is established, each Candidate will be required to attend and to pass an examination in the work of the Session, and this condition shall apply to all grades of First Class Certificates.

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8. Training of Teachers.

1. As to Second Class Certificates.

The present Regulations in the "Compendium of School Law" (1878, pages 189 to 191) are to remain in force, excepting where varied by the following:—

1. There shall be two sessions in each of the Provincial Normal Schools in each academic year for the professional training of Candidates for Second Class Public School Teachers' Certificates: the first session shall begin on the forenoon of the second Tuesday of September, and continue until the afternoon of the first Friday in February following (excepting during the High School Christmas vacation); the second session shall begin on the forenoon of the first Tuesday following the first Friday in February, and shall continue until the afternoon of the third Friday of June.

2. The subjects of instruction shall include the principles and theory of education, school organization, discipline, and government. A Course of Lectures shall also be delivered in the Elements of Psychology, where requisite arrangements can be made.

3. In addition to such strictly professional training, instruction shall continue to be given, as provided for in the existing Regulations, in Mental Arithmetic, Practical Chemistry, Music, Drawing, Hygiene, Drill and Calisthenics. And generally the Masters shall aim at developing the partial and imperfect attainments of the students in different departments of learning, into a higher and more complete knowledge.

4. The regular Masters in each Normal School shall consist of three, being the Principal, Science, and Mathematical Masters, whose respective duties will be defined by the Education Department; and the supervision and direction of the work of the Principal and Masters of each Normal School is hereby entrusted to Dr. McLellan, one of the High School Inspectors, subject to the instructions of the Education Department.

2. As to First Class Certificates.

5. Whenever the requisite funds are supplied by the Legislative Assembly, there shall be a session for the professional training of Candidates for First Class Public School Teachers' Certificates, at the Education Department, from the second Tuesday of September until the Christmas vacation.

6. Such Candidates shall receive instruction in the branches of professional study prescribed in the existing Regulations contained in the "Compendium of School Law" (pages 192 and 193), according to the Course or Syllabus from time to time approved by the

Education Department. They are also required to attend the Course in Psychology (except those who may have done so previously).

3. As to High School Teachers.

[By Order in Council of 22nd September, 1882, so much of the Regulations of 31st July as respects the professional training of Teachers for First Class Certificates in the Normal School, and also the Qualifications of High School Teachers, has been suspended until the end of the year 1883, and in the meantime the former Regulations as to the Qualification of Candidates for First Class Teachers' Certificates, and also as High School Masters and Assistant Masters shall be continued, and apply to them.]

4. County Model Schools.

1. Besides the existing County Model Schools now established, when, from the large area and population of any county, it is necessary to establish more than one Model School therein, a further Model School or schools may also be established by the County Council, with the approval of the Education Department.

2. In the case of two or three contiguous counties, of small area and population respectively, and for this reason it may be unnecessary that a Model School should exist in each county, the Councils thereof may mutually agree to establish a Union County Model School for such counties, subject to the approval of the Education Department.

3. No Public School shall become a County Model School unless the following requisites are complied with :

(1) Every Head-master must hold a First-class Provincial Certificate, and there must be three assistants at least, each holding a Provincial Certificate ; but any Head-master who has hitherto efficiently discharged the duties of a Model School Principal shall not be affected in his present position.

(2) In all cases where County Model Schools are established in Union Schools, the Public School classes must be conducted so as to be practically independent of the High School classes, and the Head-master of the Public School department and his assistants shall respectively hold the qualifications above prescribed.

(3) The Public School should be provided with one room for each class or division thereof, and also with all requisite educational appliances, so soon as the Public School Board can do so conveniently, having regard to the resources of their school.

(4) A room should also be supplied, in which the Head-master may give professional instruction to the teachers-in-training, and as it may be separate from the Public School itself, such room can, in most cases, be obtained for the session, without expense, in some public hall in the municipality. As the professional instruction to be so given by the Head-master, in his capacity of Principal of the County Model School, is essential to the training of students therein, it shall be the duty of the Public School Board to leave him free to give at least two hours each day to the supervision of the teachers-in-training while they are engaged in actual teaching.

4. Instead of two terms of two months each, as at present, there shall be one session of three months in each year, beginning on the morning of the second Tuesday in the month of September, and thence continuing into the month of December for the period of about thirteen weeks.

5. As the Third-class Teachers' non-professional certificate should, under the amended Regulations, represent sufficient knowledge in the subjects of the High School course, the work of instruction in the County Model School is to be deemed the professional complement requisite for a full third-class certificate.

The professional work of the County Model School is intended to develop the imperfect knowledge of the *student* into the more logical knowledge of the *teacher*, and shall include :

(1) *Special reviews of the branches taught in the first four classes of the Public Schools*, especially Reading and Mental Arithmetic.

(2) *Physiology and Hygiene.*

(3) *Principles of Education, School Organization, Management and Discipline.*

(4) *Methods of Instruction.*—The best methods of teaching the various subjects prescribed for the first four classes in the Public Schools, especial attention being given to the best methods of giving the *first lessons* in these subjects.

(5) *Observation and Reporting.*—(*a*) Observation of methods illustrated in the Principal's model lessons; (*b*) observation—under the Principal's supervision, when possible—of methods illustrated by the assistant Model School teachers. And reporting to the Principal the results of their observations, especially as to the (*a*) object of the lessons observed; (*b*) steps by which this object was attained.

(6) *Practice in Teaching.*—After proper instruction and examples in methods, each teacher-in-training shall have practice in applying the methods exemplified (*a*) by using his fellow-students as a class; (*b*) by teaching a class of pupils—say 10 or 12—before the Principal or some other competent critic; (*c*) by teaching in the several divisions of the school. No teacher-in-training should be required to practice as (*a*) in actually teaching any subject till the best method of presenting the subject has been explained and actually exemplified by an experienced teacher. Also, practice as in (*a*) should precede practice as in (*b*), and practice as in (*b*) should precede practice as in (*c*).

6. The teachers-in-training should employ their whole time, during the term of the Model School, according to a time-table to be drawn up by the Principal and approved by the Minister; and the Principal shall keep a register to show the actual progress of each teacher-in-training; and it is also the duty of the Principal to see that every teacher-in-training is thoroughly instructed and trained in the work of the course as prescribed in Regulation 5.

7. The present syllabus of lectures, at page 245 of the Compendium, is intended to be revised, but it should, in the meantime, continue to form the ground work of the Principal's instruction, except where, in his judgment, it would conflict with the course of training prescribed in Regulation 5.

8. In any county where there are two or more Model Schools the County Board will assign to each such number of applicants as the capacity of the School will permit of, and in cases where there may be a deficiency of room in any Model School to accommodate all the applicants, the County Board may give preference of admission to such candidates as have gained the highest number of marks at the non-professional examination for Third Class Certificates.

9. The Principal shall report to the County Board of Examiners, at the close of the session, on the fitness of each candidate, according to a form to be provided by the Department. The teachers-in-training shall be subjected to oral and written examinations at the end of the session by the County Board of Examiners, who shall, upon the Principal's report and the results of the examinations, taken together, decide to whom certificates shall be awarded.

10. All County Boards of Examiners are authorized, by resolution of such Board, to require from teachers-in-training in their County Model School the fee of five dollars per session for instruction therein.

11. The Legislative and Municipal Grants, as well as all sums from fees for intruction, shall be payable to the Public School Board, to be applied for the satisfactory maintenance of the County Model School, according to the conditions and standards prescribed by these regulations, for the professional training of candidates for third-class public school teachers' certificates.

12. The inspection of the Model Schools shall be governed by the Regulations of the 30th September, 1879, but the Minister is authorized, with the approval of the Education Department, to appoint any one or more Inspectors, in order, through him or them, to secure a uniform standard and system of operations, as well as to afford useful information to County Boards, Public School Inspectors and Principals, in regard to the conduct of such schools, and other matters relating thereto.

13. The foregoing shall take effect on and from the end of the summer vacation.

VIII.—Appointment of Edgar A. Dickinson as Drawing Master at Ottawa Normal School, provisionally (7th September, 1882).

IX.—Appointments

Of William Scott, B.A., as Master, in Ottawa Normal School (22nd September, 1882).
Of Charles Clarkson, M.A., as Head-master of Boys' Model School, Toronto ; Mr. S. H. Preston as Assistant Music Master in Toronto Normal and Model Schools, till the end of the year, and Richard Lewis as Teacher of Reading and the Methods of Instruction to students for Second Class Professional Certificates, till the end of the year.

X.—The Departmental Examinations and Public School Teachers' Certificates.

Regulations approved by the Lieutenant-Governor in Council, the 29th day of November, 1882.

1. For passing the Intermediate Examination, every Candidate is required to obtain twenty per cent. of the marks attainable on each subject taken by such Candidate, and forty per cent. of the aggregate of marks of the whole of such subjects.

2. For passing the additional examination for non-professional Third Class Certificates, every Candidate is required to obtain thirty per cent. of the marks attainable on each subject taken by such Candidate, and fifty per cent. of the aggregate of marks of the whole of such subjects.

3. For passing the examination for non-professional Second Class Certificates, every Candidate is required to obtain, for Grade B, thirty per cent. of the marks attainable on each subject taken by such Candidate, and fifty per cent. of the aggregate of marks of the whole of such subjects, or, for Grade A, thirty per cent. on each subject, and sixty per cent. of the aggregate.

4. Any Third Class Public School Teacher, whose Certificate was granted since the Regulations of July, 1877, came into force ("Compendium," Part IV., chapter 7, page 166), and whether or not the same has been extended, or has expired, may present himself and is eligible as a Candidate at the non-professional examination in July, 1883, for Third or Second Class Certificates, as he may select. Any Candidate who presented himself (or herself) at the Intermediate examination in July, 1882, and whether passed or not, but not otherwise disqualified, is similarly eligible as a Candidate at such examination in July, 1883.

5. A Candidate for any non-professional Teacher's Certificate, but not for the Intermediate, may claim to have his papers re-read, under the following conditions :—

(1) Such appeal or claim must be in the hands of the Minister on or before the 15th day of September ; and the ground of the appeal or claim must be specifically stated.

(2) A deposit of two dollars must be made with the Department, which deposit will be returned to the Candidate if his appeal or claim is sustained, but otherwise will be forfeited.

(3) The Central Committee of Examiners shall meet as early as possible after the 15th of September, and shall dispose of all the appeals without delay ; and no appeal shall subsequently be entertained on any ground whatever.

(4) In dealing with appeals, the Central Committee of Examiners shall base their recommendation on the merits of the answers alone, without taking into view any other considerations that may be alleged.

6. The subjects of Physiology and Hygiene, prescribed for Third Class Public School Teachers' Certificates, being professional, will be examined upon at the end of the County Model School Session.

7. At the professional examination of Candidates for Second Class Certificates, the Examiners will submit, in a separate report, for the information of the Education Depart-

ment, the names of the Candidates who may fail at such examination, and have not been permitted to come up again, together with the extent of the failure, the nature of the subjects, and the view taken in the Principal's report in each case.

8. The session for the professional training of First Class Candidates at the Education Department not having been yet established, a professional examination will be held in July, 1883, for Candidates who have passed the First Class non-professional examination, and having taught successfully for two years on a Second Class Certificate, may wish to qualify, by passing such examination, for a full First Class Certificate.

9. Any person who can furnish satisfactory proof that he has taught successfully, for two years at least, on a Second Class Certificate, will also be permitted to present himself in July, 1883, at such examination as the Minister may prescribe, in order to test his fitness for a First Class Certificate; and if he passes such examination he will be exempted from attendance at the proposed Session for the professional training of First Class Candidates.

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3. *MINUTES OF DEPARTMENT.*

I.—Cancellation of Certificate of William Robert Armstrong (5th January, 1882).

II.—Central Committee of Examiners. Appointment of New Members (23rd January, 1882).

That Maurice Hutton, M.A., Professor of Classical Literature in the University of Toronto, and Nathan F. Dupuis, M.A. (Edinburgh), Professor of Chemistry and Mathematics in the University of Queen's College, be appointed members of the Central Committee of Examiners, in place of Professor Watson and John C. Glashan, whose terms of office have expired, and that William Dale, M.A., of the University of Toronto, be appointed for the residue of the period for which High School Inspector Marling was appointed; and that the two High School Inspectors be and become *ex-officio* members of the said Central Committee, for considering the subjects of study, and questions for the High School Intermediate Examinations, and for all consultative purposes on such educational matters as may be referred to such Committee from time to time by the Minister; and that it be an instruction to the Central Committee that while two Examiners should always be concerned in and responsible for the several questions in the respective subjects, their names or that of any Examiner should not in future be printed thereon or published.

III.—Cancellation of Certificate of James Slater (30th January, 1882).

IV.—Appointment of Nathaniel Gordon as Public School Inspector in Town of Orangeville, approved (8th February, 1882).

V.—Appointment of John Dearness as Public School Inspector in Town of London East, approved (15th February, 1882).

VI.—Appointment of William Carlyle as Public School Inspector in Town of Ingersoll, approved (8th February, 1882).

VII.—Appointment of Gilbert D. Platt, B.A., as Public School Inspector in Town of Picton, approved (2nd March, 1882).

VIII.—Further Regulations as to the Examination of Candidates for Public School Teachers' Certificates (31st March, 1882).

This is published as a Circular, and will also appear in the Compendium.

IX.—Sub-Examiners appointed for 1882 (4th April, 1882.)

X.—Appointment of Edmund B. Harrison as Public School Inspector in Town of Dresden, approved (16th April, 1882).

XI.—Appointment of Edmund B. Harrison as Public School Inspector in Town of Ridgetown, approved (14th April, 1882).

XII.—Appointment of James B. Grey as Public School Inspector in Town of Niagara, approved (22nd April, 1882).

XIII.—Pickering College allowed the privilege of holding High School Examinations therein (3rd May, 1882).

That the application of the General Committee of Pickering College to be allowed the privilege of having the High School Intermediate and Entrance Examinations held within the College, subject to the appointment of the presiding Examiners by the Department, and upon the papers of the Department for such examinations respectively, the Committee being prepared to meet all the expenses of the examination, as in the case of the High School Board, be granted.

XIV.—Additional Sub-Examiners appointed (11th May, 1882).

XV.—Additional Sub-Examiners appointed (22nd June 1882).

XVI.—Loretto Convent, Lindsay, allowed privilege of Intermediate Examination (21st June, 1882).

That the privilege of having the papers for the ensuing Intermediate Examination submitted to such lady students of the Loretto Convent, Lindsay, as desire to obtain Public School Teachers' Certificates, in the Convent itself, under such substitute as may be recommended for the approval of the Education Department by the County Public School Inspector, and subject to the payment of any expense incurred thereby, be extended to the said Convent.

XVII.—Additional Sub-Examiners appointed (7th July, 1882).

XVIII.—Appointment of Peter MacLean as Temporary Inspector of Public Schools in Algoma and Parry Sound (24th July, 1882).

XIX.—Additional Sub-Examiner appointed (24th July, 1882).

XX.—Appointment of G. W. Ross as Inspector of County Model Schools.

That George W. Ross, the holder of a First Class Public School Teacher's Certificate, and that of a Public School Inspector, be temporarily appointed as Inspector of County Model Schools, (in accordance with the following recommendation of the Minister of Education) :—

1. Under the twelfth of the new regulations, approved by Order in Council of the 31st of July last, it is provided that the Minister is authorized, with the approval of the Department, to appoint any one or more Inspectors, in order through him or them to secure a uniform standard and system of operations, as well as to afford useful information to County Boards, Public School Inspectors and Principals, in regard to the conduct of such schools, and other matters relating thereto.

2. Now that the new regulations are about to become applicable to the County Model Schools, the undersigned considers that this duty could be most usefully and beneficially discharged if it is entered upon at once, and continued to the close of the present session, and if this were effectually done during this period, it would probably secure such uniform standard and system of operations in each of such County Model Schools, as would render any such special inspection unnecessary in the future.

3. The undersigned therefore recommends that this duty be entrusted to George W. Ross, being the holder of a First Class Public School Teacher's Certificate, and that of a Public School Inspector, and with experience gained in such capacities and as member of the Central Committee of Examiners of this Department.

His success in originally organizing the larger number of the County Model Schools in 1877, is an additional reason for this recommendation.

It is also desirable that Mr. Ross should be instructed to hold a Teachers' Institute meeting at the same time and in the same place where he is visiting the Model School.

XXI.—Appointment of John J. Tilley as Temporary Inspector of County Model Schools (31st October, 1882).

That John J. Tilley, Public School Inspector, be temporarily entrusted with the inspection of the Eastern County Model Schools.

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4. CIRCULARS TO INSPECTORS, TRUSTEES, AND TEACHERS.

I.—As to use of Unauthorized Books in Public Schools.

It is again my duty to call your attention to the provisions of the Public School Law with respect to the use of Text-books. Public School Inspectors are required to see that no unauthorized books are used in the Public Schools. Trustees who permit such will lose their share of the Public School Grant, and Teachers substituting any such book for an Authorized Text-book are liable to be convicted and fined for such offence.

W. J. Gage & Co's "New Series of Readers for use in Canadian Schools" *is unauthorized in the Province of Ontario*, and therefore subject to the above provisions of the law.

5th January, 1882.

II.—General Information as to Text-books.

1. There appears to be still much misapprehension on the subject of Authorized Text-books in the Public and High Schools, and with respect to the duties of this department, School Corporations, Inspectors, and Teachers, and as to the rights of publishers.

2. The duty imposed upon the late Council of Public Instruction, by the Act of 1871, of approving of Text-books in the Public and High Schools, has since continued. It is not a matter of discretion, but an imperative statutory obligation. It recognizes the salutary principle which has protected the schools in this Province from being flooded with Text-books—an evil found in almost every State of the Union ; and the absence of any departmental control in England is considered a defect there.

3. In the practical discharge of this duty the objects to be secured are—(1) educational merit ; (2) good mechanical execution ; (3) reasonable economy in price ; (4) no

nnecessary changes or additions. Such essentials would fail to be secured if the depart-nent had not full control under this power of authorization.

4. Experience has, however, justified the conclusion that in the production of needed Text-books the business enterprise of competing publishers can be well relied upon for heir preparation, and that the possession by the Department of the copyright is less ffective in control, than the conditions imposed upon the authorization of any Text-book or any new edition.

5. To secure competition it is necessary that two or more Text-books should be uthorized in elementary subjects, and the improvement in all new Text-books since 1877 roves its practical success.

6. The only subject in which this principle was not applied in 1877 was that of Reading, and the then Canadian Series of Readers was left the only authorized series, rom hesitation to make any change, the copyright being in the Department, and assumed o govern as to price and quality. These Readers had been prepared in 1868, and dissat-sfaction with them prevailed in 1877, and has now become general.

7. One or more new series of Readers have thus become necessary, and the depart nent can probably best secure reasonable satisfaction in their production from the com-petition, which has arisen amongst the publishers under which three series of Readers are o be submitted for the approval of the Department. One has already been published and he other two are in course of preparation. It may be necessary to repeat that the re-sponsibility rests with the Department of determining what series of Readers will ade-quately meet the special requirements and conditions of the schools of this Province. as distinct from those of any other province or country.

8. While the efforts of publishers in meeting the wants of our schools are to be en-couraged, they cannot anticipate the authorization by the Department, or introduce un-authorized books into the schools without being prevented by all the means in the power of this department, and while School Trustees can exercise a choice between Authorized Text-books, any change of Text-books must be gradual, and no Teacher is permitted to make any change unless with the written approval of the School Board and the Public School Inspector, and also with the sanction of the Minister, and then after the full period of six months has elapsed.

9. The Amended Regulations, approved 5th February, 1881, fully explain the re-ations between this Department and publishers, and the conditions to be complied with by them in order to obtain the authorization of any Text-book and as to any new edition thereof.

25th January, 1882.

III.—Further Circular as to Text-books.

The public will please take notice that my first circular referred only to W. J. Gage & Company's *new series* of Readers, but not to the Authorized Readers, editions of which by that firm and other publishers can be lawfully used in the schools.

It is necessary also to state that such circular did not apply to any Authorized Text-books published by such firm, all of which can be lawfully used by School Corporations and Teachers.

The advertisements and circulars of the Canada Publishing Company as to their pro-posed series of Readers, must not be understood by the public as in any way warranting heir authorization, which can only be granted in any case by the Education Depart-nent after due consideration.

7th February, 1882.

IV.—Union School Sections.

1. Union School Sections are such only as (1) comprise parts of two or more town-hips, or (2) part of one or more townships, and a town or incorporated village; and

are distinguishable from unions of sections within the same township, and from Union School Divisions, which latter arise solely by operation of law, on a village becoming incorporated, and including within its limits any part of one or more School Sections of the Township, when so much of each section without such limits also becomes a part of the village for school purposes under the 83rd section of the Public Schools Act. So on a village becoming a town with extended limits, or a town, a city.

2. Union School Sections, as well as Unions within one Township, and Union School Divisions, are governed with respect to their formation, dissolution or alteration by the special statutory provisions of the Public Schools Act (Revised Statutes, chap. 204) and the amendments thereto.

3. The basis or principle on which this whole legislation rests is the duty incumbent upon every township, city, town, and village municipicality to supply efficient elementary schooling to all children of school age within such municipality, by the exercise of the powers committed to their respective councils, and by co-operation in the functions entrusted to the School Corporations themselves.

4. The first duty of every Township Council is to form the township into school sections, and by section 81 power is given to the council to pass by-laws to alter, divide or unite sections within the township; and any such alteration, division or union is subject to appeal under the 88th section to the County Council by its Committee; and also the refusal or neglect of the Township Council to do so, when requested by the Trustees or Inspector. It is to be borne in mind that the decision of the Committee continues in force for five years at least, and until afterwards duly changed by the Township Council.

5. Such appeal to the County Council is confined to sections within the same township, and the County Council has no jurisdiction under the 88th section over Union School Sections or Divisions.

6. In any such case of alteration, division or union by the Township Council, express provision is made by the 85th section through a reference, for adjusting all claims consequent thereupon between the respective portions of the Township affected.

7. The formation of Union School Sections is provided for by section 137, and the mode clearly expressed. It is requisite that each council concerned should pass a by-law to appoint its referee, at the first step, but any council may refuse to do so in its discretion, and in such event the proposed union cannot be formed. In case each council appoints its referee, the report of the referees should show the expediency of such union, the location of the school-house, or any change of site, and the term or period during which the union is to exist, with provisions for renewal. Under the 3rd section of the School Act of 1880, the referees, in case the councils do not agree, should determine an equalized basis of assessment, on which the school rates in each year are to be levied in every part of the Union for its proportionate share, as well as the proportion to be contributed towards the erection of a school-house, if also reported upon by the referees, under sub-section 3 of section 137.

8. Any alteration in the boundaries of a Union School Section, or the dissolution thereof, is provided for by the 140th section, as amended by the 17th section of the School Act of 1879, and the 9th section of the School Act of 1880. Their effect is that the council of any municipality in which part of the union is situate can alter or withdraw any part, or dissolve the union, subject to these conditions, viz.: (1) Council cannot add to the Union; (2) previous petition of majority of ratepayers of part to be dealt with is necessary; (3) the passing of by-law three months before 1st January next following; and (4) that such by-law should provide for either forming a new section of the parts withdrawn, or adding them to some existing section or sections of the Township. When the by-law for such alteration, withdrawal, or dissolution has been passed, a reference is provided by the 140th section (as amended by the School Act of 1879), under which any disagreement between the Municipalities concerned as to the terms of such alteration, withdrawal, or dissolution is to be determined; and by the School Act of 1880 the provisions of section 150 are extended to the case of any dissolution of a Union Section for any cause, under which the referees are competent to value and adjust all rights

and claims consequent upon such disunion, and determine by what Municipality or portion thereof, and in what manner the same shall be settled, and the disposition of the of the Union, and any payment by one portion to the other.

9. While the 9th section of the Act of 1880 provides that the 140th section of the Public Schools Act is not to be construed to authorize such alteration by the council of either municipality as would add any further portions of such municipality to such Union School Section, it is competent for the councils of both municipalities in their discretion to agree thereupon and to pass by-laws for giving effect thereto by appointing referees, with the like powers as in the case of the formation of unions.

10. When Union School Divisions arise by operation of law, as hereinbefore mentioned, the council of the township, by section 7 of the School Act of 1880, is competent to withdraw any portion of its School Section not within the municipal limits of the Village or Town, by by-law to be passed before the 1st day of October in any year, which by-law should provide for either forming a new section of the parts withdrawn, or adding the same to any section or sections of the township. Any disagreement as to the terms of such withdrawal is to be determined by the like reference as is provided for in the case of the alteration or dissolution of Union School Sections.

11. So long as Union School Sections or Union School Divisions exist, their relations are governed by the provisions of section 3 of the School Act of 1880 in the several particulars therein mentioned, including an equalized basis of assessment for school rates; and in case of any alteration, withdrawal or dissolution of the portions comprising Union School Sections or Union School Divisions, any municipality concerned possesses the right, in case of any disagreement, to have the terms settled by the referees, and this would include any matter in difference arising upon or from such proposed alteration, withdrawal or dissolution.

12. It is also to be noticed that the effect of the 85th section is to authorize the Township Councils, in the case of formation, alteration or dissolution of a Union School Section with another municipality, as well as of any school section in the same township, to appoint valuators as therein provided for adjusting all claims consequent thereon between the respective portions of the Township affected as amongst themselves.

31st March, 1882.

V.—Instructions as to the Duration, Renewal, and Endorsement of Third Class Public School Teachers' Certificates and their extension; also as to the granting of Third Class District Certificates and of Temporary Certificates.

1. The changes made in the School Act of last Session with respect to Third Class County Board Certificates, and Third Class District Certificates, render some modification of the Instructions to Public School Inspectors in the Compendium, at page 241, Appendix D, necessary.

2. It will be seen that under the first section of this Act, the holder of a Third Class County Board Certificate (when awarded by the Board after passing through the County Model School) becomes entitled to be employed as a duly qualified Public School Teacher in any county of the Province, without being required to obtain the endorsement of the Public School Inspector thereof.

3. The effect of this section is therefore to dispense with the necessity of obtaining the endorsement of the Public School Inspector of the county, when school trustees therein desire to engage as their teacher the holder of such Third Class Certificate so granted by the Board of another county.

4. The result of this amendment will therefore be to give greater value to such class of Certificates, which, owing to the uniform examination questions and values assigned through the Central Committee on the results of the non-professional examination, and by the County Boards as to the professional examination, have since July, 1881, become

of nearly equal value throughout the Province. There is the further advantage in the liberty given to Public School Trustees to engage such teachers, and thus affording to each teacher better chances of employment, as well as to better adjust the supply of teachers relatively to the demands therefor.

5. It will also be seen that under the second section of the Act the respective powers of Public School Inspectors and of the Minister of Education in granting an extension of a Third Class County Board Certificate are defined as to their exercise in each case, being now made dependent upon the fitness, aptness, and success in teaching of each teacher applying, according to the separate and independent reports of the School Trustees employing him, and of the Inspector, to be made to the Education Department by the 1st of June in each year. The teacher is thereupon entitled at the expiration of the term of his Third Class Certificate to apply for an extension, and for such period as the circumstances of his case may justify.

6. In reference to the former Regulations and Instructions to Inspectors, as to the extension of Third Class Certificates, it was provided that extensions should only be granted in two classes of cases :—

(1) To enable the candidate to qualify for a Second Class Certificate and to attend the Normal School, but not to exceed two years.

(2) In the case of a Third Class Teacher, who had many years' experience, and was of proved ability as a teacher, or of special fitness for the school in which he was engaged, his Certificate might be made permanent, or extended for such period as the Minister might deem advisable.

The recommendation of the County Inspector in both class of cases was necessary, and also his judgment as to the ability, qualifications, and efficiency of the applicant ; also certificates as to satisfactory teaching from Trustees ; while the Regulations reserved to the Minister full liberty to form his own judgment upon these recommendations.

7. The object of this amendment is to furnish the Minister with more information of the actual teaching record in each year of each applicant for an extension, but it does not alter in any particular the conditions on which extensions can only be granted, under the Regulations, which are still in force in their integrity, and which apply to the two classes of cases above mentioned, and require the special recommendation of the Inspector with every application before the Minister is in a position even to consider it ; but with the additional information to be supplied under this amendment, he will be better enabled to deal with each application on its merits, and, if an extension is granted or refused, the record on which the conclusion is based is open for the information of the teacher and the public.

8. Under the third section of the Act, Third Class District Certificates may be granted, subject to the Regulations of the Education Department, but only valid for the territorial and remote districts named in the third section, and in the northern parts of the Counties of Victoria, Peterborough, Hastings, Frontenac, Lennox and Addington, and Renfrew. These certificates will take the place of the Temporary Certificates, authorized under the present Regulations, and will be confined to districts so poor in resources that the Trustees are not able to employ County Third Class Certificated Teachers. This change will do away with a large proportion of Temporary Certificates, which were sanctioned owing to the poverty of such sections. A Board of Examiners is to be constituted for each district, and the result should be to secure more efficient Teachers in such districts than are now found.

9. The former Regulations as to the granting by Inspectors of Temporary Certificates with the sanction of the Minister continue in full force, and govern each application.

10. It will be seen from the foregoing that the powers of County Boards in granting Third Class Certificates, and in renewing the same, have not been altered or affected by any of the provisions of the School Act of last Session.

24th April, 1882.

VI.—As to Application of Teachers' Subscriptions to Superannuation Fund. (To Public School Inspectors).

1. With respect to the two half-yearly payments of $2 each for the compulsory yearly subscription of $4 from all male Public School Teachers, it is desirable that your deductions in respect thereof from each such Teacher's salary, should be made in the orders you may give during each half-year of such Teacher's service, and that in your return of such payments each subscription of $2 should be credited to its respective half of the calendar year. All deductions of $2 made from the salary of any Teacher between the 1st January, 1882, and the 30th June, 1882 (or to summer vacation), should be returned for such half-year; and so from the 1st July, 1882, to the 31st December, 1882 (or Christmas vacation).

2. In order that this arrangement may begin and take effect from the 1st January last, any sums since that date paid and reported as applicable to the last half of the year 1881, will be transferred in the accounts of this Department to the credit of the half-year ending on the 30th June.

3. In order also to secure uniformity throughout, in this mode of keeping the accounts of all such subscriptions, it will be necessary for Public School Inspectors to make the deductions half-yearly in the intervals between the beginning of the Christmas and of the summer vacation, and *vice versa*.

June 26, 1882.

VII.—Regulations of 31st July, 1882. General Circular.

1. In distributing to those officially concerned in the administration of our Public and High Schools, the Regulations recently approved by His Honour the Administrator in Executive Council, I am also desirous of showing generally their probable effect in accomplishing further beneficial results in these branches of our system.

2. With this object, I submitted in my last Report, as inferences from the facts and experiences of the last five years, such recommendations as would contribute to the improvement of the means necessary for securing every child elementary education sufficient for any career in life, as well as a system adapted to meet the wants of all classes.

3. The amendments introduced by the new Regulations will give effect to such recommendations, and should exercise a useful and wholesome influence upon the general education of the Province, which, as stated in my Report (p. 242), "is as much concerned in the rearing up of a moral as well as an intelligent population, and securing honesty and fair dealing as essential qualities of every citizen, as well as mental culture."

4. Elementary education can become more efficient and thorough when proper principles and methods are known and practised by the teacher, and the studies are adapted to the natural growth of each child in mind and body.

5. With respect to Public Schools, the Regulations accordingly provide for a clear distinction between the elementary and secondary subjects, in placing them in the first four classes, and 5th and 6th respectively, and also for the following:—

(1) The subjects in the Course are not to be taken as obligatory upon all Public School Boards and trustees without discrimination, but only so far as, in their judgment, the circumstances of their schools will allow; while, in order to secure in some measure practical results, they are authorized to require the teacher to give occasional lessons in Elementary Physics (including Mechanics) and Principles of Agriculture. Science Primers by Huxley, Roscoe, and Stewart, and Professor Tanner's (F.C.S.) Principles of Agriculture have therefore been authorized as lesson-books for these purposes.

(2) It is also made the duty of the Central Committee of Examiners of this Department to prepare special suggestions for the guidance of Public School Trustees, and for the benefit of teachers, as explanatory of the subjects in the Course of Study, and as to the methods of teaching them.

(3) While it is the Inspector's important duty to inspect and report upon the condition of each school to the Department, and from his experience and special knowledge to advise and aid trustees and teachers, the new Regulations recognize the trustees chosen by the ratepayers, as the local officials who are entrusted with full powers of management of the schools, and their teacher, as the competent instructor of the pupils. Hence changes in the Course of Study, formerly permissible with the Inspector approving, as well as the time of teaching, are now left to the judgment of the trustees, in concert with their teacher, according as the circumstances of their school will allow.

(4) While larger educational benefits can be obtained through improved methods of teaching and discipline, yet success and useful results depend mainly upon the knowledge of the teacher, and his capacity to efficiently teach the several elementary subjects. The training, therefore, of every teacher in the best methods of giving the *first lessons* in the subjects of the first Four Classes of the Public School, is essential; and since 1877 opportunities for gaining professional instruction, in addition to general education, have been afforded to every candidate through the County Model Schools and the two Provincial Normal Schools. The experience of the last five years has proved the practical success of this principle, which is a distinctive feature, if not a discovery, in our system.

(5) The new Regulations respecting County Model Schools and the Provincial Normal Schools are framed to secure greater efficiency in Third and Second Class Public School Teachers for the elementary subjects of the first four classes of the Public Schools, by longer sessions and improved professional instruction on the part of Principals and Masters, in order to develop the capacities of the student into the fuller knowledge of the teacher.

6. It is also proposed to establish an Autumn Session at this Department for the Professional Instruction of candidates for First-class Provincial Certificates, and thus give them the opportunity of acquiring more advanced professional and scientific knowledge for their duties as teachers of higher positions, and as Inspectors, Head Masters, and Assistants in High Schools.

7. The Regulations as to High Schools have been amended with the object of extending their usefulness, as a necessary component part of our Provincial system, and removing any injurious tendencies in their work of secondary education, which may have been observed during the last five years, and especially such as have been attributed to "the Intermediate." Hence the following desirable provisions :—

(1) In the Lower School, the course of study has been made more flexible. The obligatory subjects are now confined to such as are essential in Secondary Education, viz. : English Grammar and Literature, with Composition, History, and Geography, Aritmetic and Book-keeping, Drill and Calisthenics. While a list of the optional subjects is given for the guidance of High School Boards, they are not required to provide means of instruction in all of them, but only in such as, in the judgment of each Board, the occasion or circumstances of their school render expedient.

The High School Board can also arrange, without reference to the High School Inspector, the order in which the essential subjects are taken up, the amount of work and time to be given, and the number of classes, according to the particular circumstances of its school.

(2) The former Intermediate Examination, with its four obligatory group of subjects, practically determined that Algebra and Euclid, Natural Philosophy and Chemistry, or Latin, or French, or German, should be taken up in the Lower School by every candidate, without reference to sex ; and as the condition on which Collegiate Institutes could alone be established or continue to exist, demanded 60 male pupils studying Latin or Greek, it was evident that in their case an artificial and injurious stimulus was given to the study of Latin in the Lower School by a large number of pupils, to the loss of much needed Secondary Education in English and other useful studies.

This Intermediate also served as the non-professional examination for Third and Second Class Public School Teachers' Certificates, and for entrance to the Ontario College of Physicians and Surgeons. From its first institution by the late Council of Public In-

struction until 1880, the large sum of $14,000 was distributed from the Annual Legislative High School Grant, as "Payments upon its Results," to the different High Schools.

The injurious tendencies referred to would appear to have been occasioned by the nature of this examination, and the objects to be directly gained by successful results.

(3) The new Intermediate Examination has been made a test only of the fitness of each pupil to proceed to the Upper School; and the obligatory subjects are now confined to three groups instead of four, and limited to English Grammar and Literature, Composition, Dictation, Arithmetic, and one of the following subjects or groups, at the option of each candidate, viz.: (1) Algebra and Euclid; (2) History and Geography; (3) any two of Natural Philosophy, Chemistry, Botany; (4) Latin; (5) French or German [with, when selected by the parent or guardian of the pupil, Music or Drawing].

(4) In the Upper School, while the subjects may be as high as required for First Class non-professional Teachers' Certificates, and for Junior and Senior Matriculation, yet the parent or guardian of any child is at liberty to select, with the approval of the Head Master, any authorized subjects which will best suit the purposes of such child.

(5) High School Boards can, if they choose, provide instruction in Botany, and Principles and Practice of Agriculture, and appropriate Text-books are authorized for these purposes.

8. In the distribution of the High School grant, any payments upon the results of the Intermediate are no longer to be recognized, and instead, each school will receive a fixed grant, and in addition an amount regulated by amount of salaries paid to teachers. Collegiate Institutes will receive, in addition, a special grant.

9. The new Regulations with respect to Collegiate Institutes require the following conditions to be complied with, viz.: Suitable buildings and premises; laboratory and apparatus for teaching Chemistry practically; four masters, specially qualified in English, Classics, Mathematics, Natural Sciences, and Modern Languages; and the excellence of the school thus required must be always maintained. No new Collegiate Institute is to be established unless all these conditions are fulfilled, and unless the yearly salaries of the four masters shall amount in the aggregate to [$4,500].

10. While the Regulations provide separate and distinct Examinations for the Third and Second Class Public School Teachers' Certificates, candidates for the Third Class must have also successfully passed the new High School Intermediate, which will count *pro tanto* in their examination.

The non-professional examination for Second Class Certificates, after 1883, can only be entered upon after an interval of a year from passing that required for the Third Class. Any female candidate at either of the Teachers' examinations may substitute for Algebra, one of the subjects of French, German, Music, or Botany, as she may desire, and which she has not taken at the Intermediate.

Candidates for First Class Certificates are required to attend the Autumn Session, when established, for professional instruction at this Department, and obtain a certificate as one of the conditions for a full First Class Provincial Certificate.

11. The general principle which will be found underlying these amendments is to leave with School Boards and Trustees, Public and High, with their Teachers, a large scope in providing instruction according as the occasion or circumstances of the particular school make it desirable in their judgment; as well as full authority to give effect to their conclusions. At the same time the necessary means, especially in the training of teachers for improving the standard and increasing their qualifications, thereby securing larger benefits to their pupils, will be made more effective by the Education Department with little increase of expenditure.

August 2nd, 1882.

VIII.—Information as to County Model Schools.

1. The Regulations of the Department which have been in force since 1877, by virtue of the Act passed in the Session of that year, require, amongst other conditions

for obtaining a Third Class Teacher's Certificate, that each candidate must have attended for one session at a County Model School for professional instruction, and at its close be examined in the work of the session and upon subjects connected with the practice of teaching. If the candidate is successful in obtaining his Professional Certificate, as the result of such attendanee at the County Model School, and has also passed the examination required in the non-professional subjects, including those prescribed for the High School Intermediate, the County Board of Examiners may then lawfully grant such candidate a Third Class Certificate, which will constitute him a Public School Teacher of the Third Class, and thereupon legally qualified for employment by Public School Trustees.

2. The County Model School is therefore a necessary institution in each county throughout the Province, and the requisite supply of Third Class Teachers in each county cannot be adequately provided for or maintained in the absence of such school.

3. It is now obligatory upon every County Council to provide the like amount as the Department in each year, up to $150, for County Model School purposes, and the County Board of Examiners can require the further payment of $5 from each student. With this larger remuneration all occasion for dissatisfaction on the part of any Public School Board should disappear, especially when there is but one session in the year. The County Boards have had no difficulty in the past in arranging with the Public School Boards for the use of one of the public schools for this purpose, possessing the necessary teaching staff and other requisites required by the Regulations of the Department, and these have since been made easier for School Boards to comply therewith.

4. The experience of the practical working and benefits of the County Model Schools, since their establishment in 1877, as county institutions, for the professional training of Third Class Teachers as one of the requisite conditions to their being allowed to teach in any school, has fully justified their establishment, and their increased proficiency for this work, is proposed to be obtained under the new Regulations on this subject, approved on the 31st July, 1882, which will also supply further information.

21st September, 1882.

IX.—High Schools.

Information for the guidance of High School Boards and Head Masters as to Instruction in the Subjects of Study, under the Regulations now in force.

1. The Course of Study has been made so flexible that High School Boards may in their judgment decide upon what subjects should be taught, having regard to the circumstances of their schools, so long as instruction in the most essential subjects of secondary education is afforded. Drawing has also been removed from the obligatory list to the optional.

2. The nature and extent of instruction in the obligatory subjects are as follows:—

(1) English Grammar.—Review of Elementary work; Orthography, Etymology and Syntax; Derivation of Words; Analysis of Sentences; Rendering of Poetry into Prose.

(2) English Literature.—Critical Reading of portions of the Works of Authors, to be prescribed from time to time by the Department.

(3) Composition and Reading.—(*a*) *Composition*—The Framing of Sentences; Familiar and Business Letters; Abstracts of Readings or Lectures; Themes; generally the Formation of a good English style. (*b*) *Reading and Elocution*—including the learning by heart and recitation of selected passages from standard authors.

(4) Dictation.

(5) History and Geography.—(*a*) Leading Events of English and Canadian History; also of Roman History, from the commencement of the Second Punic War to the death of Augustus. (*b*) A fair course of Elementary Geography, Mathematical, Physical and Political.

(6) Arithmetic and Book-keeping.—(*a*) *Arithmetic*—Simple and Compound Rules; Vulgar and Decimal Fractions; Proportion; Percentage in its various applications;

Square Root. (*b*) *Book-keeping*—Single and Double Entry; Commercial Forms and Usages; Banking, Custom House and General Business Transactions.

(7) Drill and Calisthenics.—(*a*) *Drill*—The following portions of Squad drill; Position of the soldier; standing at ease; dressing a squad with intervals; turnings; extension motions; saluting; instruction in marching; balance step, without advancing; advancing; the slow march; the halt; stepping out; stepping short; marking time; stepping back; changing feet; quick march; side, or closing step; turning when on the march; squad drill in single rank; marching and turning; marching in file; diagonal march. (*b*) The boys to be ranged in companies, sized from both flanks, and told off in companies, half-companies and sections, and practised in the marches and variations of step which have been taught in single rank; the formation of fours; increasing and diminishing front; wheeling; forming company square. (*c*) Calisthenics for girls.

3 The nature and extent of instruction in any of such optional subjects, as the High School Board may select and direct in their judgment, are as follows:—

(1) Algebra and Euclid.—(*a*) *Algebra*—Elementary Rules; Factoring; Greatest Common Measure; Least Common Multiple; Square Root; Fractions; Surds; Simple Equations of one, two and three unknown quantities; Easy Quadratics. (*b*) *Euclid*—Books I. and II., with easy exercises; Application of Geometry to the Mensuration of Surfaces; Volumes of Parallelopipeds and Prisms, and of the Sphere, Cylinder, and Cone.

(2) Natural Philosophy, Chemistry and Botany.—(*a*) *Natural Philosophy*—Composition and Resolution of Forces; Principle of Moments; Centre of Gravity; Mechanical Powers; Ratio of the Power to the Weight in each; Pressure of Liquids; Specific Gravity and modes of determining it; the Barometer, Siphon, Common Pump, Forcing Pump and Air Pump. (*b*) *Chemistry*— Cumbustion; the Structure and Properties of Flame; Nature and Composition of ordinary Fuel. The Atmosphere—Its Constitution; Effect of Animal and Vegetable Life on its Composition. Water—Chemical peculiarities of Natural Waters, such as Rain-water, River-water, Spring-water, Sea-water. Preparation and properties of Hydrogen, Oxygen, Nitrogen, Carbon, Chlorine, Sulphur, Phosphorus, and of their more important compounds; Combining Proportions by weight and by volume; Symbols and Nomenclature. (*c*) *Botany*—The Elements of Structural Botany, with special reference to the study of Canadian Plants.

(3) Latin and Greek.—(*a*) *Latin*—The Accidence and the Principal Rules of Syntax and Prosody; Exercises; portions of Works in prose and verse, as prescribed from time to time; Learning by heart selected portions; Re-translation into Latin of easy passages. (*b*) *Greek*—Elementary Grammar and Exercises.

(4) French or German.—(*a*) *French*—The Accidence and Principal Rules of Syntax; Exercises; portions of De Fivas' Introductory French Reader and French authors, as prescribed from time to time; Re-translation of easy passages into French; Rudiments of Conversation. (*b*) *German*—The Accidence and the Principal Rules of Syntax; Exercises; portions of Adler's Reader and German Authors, as prescribed from time to time; Re-translation of easy passages into German; Rudiments of Conversation.

(5) Music—Elementary Principles.

(6) Drawing—Linear and Freehand—Elementary Principles.

(7) Physiology and Hygiene—Elementary.

(8) Principles of Agriculture—Elementary.

(9) Household arts—as Sewing, Cooking and Housekeeping.

4. *Intermediate Examination*—The obligatory subjects for such examination are as follows: (1) English Grammar; (2) English Literature; (3) Composition; (4) Dictation; (5) Arithmetic; and (6) one of the following subjects or groups of subjects at the option of each pupil, viz.: (*a*) Algebra and Euclid; (*b*) History and Geography; (*c*) any two of the following three: Natural Philosophy, Chemistry, Botany; (*d*) Latin; (*e*) French or German, with, when selected by the parent or guardian of the pupil, Music or Drawing.

5. Candidates for Third Class Certificates are required to pass in the following subjects prescribed at the Intermediate Examination, viz.: (1) English Grammar: (2) English Literature; (3) Composition; (4) Dictation; (5) Arithmetic; (6) one of the

optional subjects or groups above prescribed; and at the additional Examination prescribed by the Amended Regulations respecting the obtaining of Public School Teachers' Certificates, and in the same week with the Intermediate, the following: (1) Mental Arithmetic; (2) Two of the optional subjects or groups of subjects prescribed for the Intermediate Examination, in addition to the one taken by such Candidate at his Intermediate Examination, provided that the groups of Algebra and Euclid, and of History and Geography, must be taken, either at the Intermediate or additional examination. A female candidate may, at such Examination, substitute for Algebra any one of the subjects of French, German, Music, or Botany, in which she has not been examined at the Intermediate. The subject of Physiology and Hygiene being professional, is examined upon at the end of the County Model School Session.

6. The subjects for the Non-Professional Examination of Second Class Candidates are the same as those required to be taken by Candidates for Non-Professional Third Class Certificates, but the questions are to be separate and distinct, and of a higher standard. This examination is to take place in the same week, and, as far as may be, concurrently with the Intermediate.

7. The works or portions thereof prescribed for instruction during the School year 1882-3, and for Candidates at the Departmental Examinations in July next, are as follows:—

English Literature.—Burke's Reflections on the Revolution in France (Bohn's Edition), Vol. II., from "I find a preacher" to "Early Church;" also Goldsmith's Traveller, or Scott's Marmion, as the parent or guardian of any pupil or candidate may select.

(The edition of Goldsmith's Traveller published by Copp, Clark and Company is recommended—retail price, in paper, 10 cents; in cloth, 15 cents.)

Latin.—Cæsar, Bellum Britannicum (B. G., B. IV., cc. 20—36; B. V., cc. 8—23); Cicero, Pro Archia; and Virgil, Æneid, B. V., vv. 1—361.

French.—Reader pp. 49 to end; Emile de Bonnechose, Lazare Hoche.

German.—Reader, 1st, 2nd, and 3rd Parts; Schiller, Belagerung von Antwerpen, Der Taucher.

8. The subjects for Non-Professional Examinations of First Class Candidates are as follows:—

I.—For Grade C.

English Language and Literature.

Grammar.—A thorough acquaintance with the subject is required.

Composition.—Candidates are required to show, by passing an examination on this subject, and by the character of their answers in other subjects, that they are in the habit of writing the English language correctly.

Etymology.—Candidates are required to know the prefixes, the affixes, and the principal Latin and Greek roots, and to be able to analyze etymologically the easier words in the reading books.

Literature.—Candidates are required to have a general acquaintance with English Literature and its history, and specially with the portions above prescribed, together with Shakespeare's Richard II. and Macaulay's Dumont's Recollections of Mirabeau.

History and Geography.

History.—A special knowledge of the history of England between 1688 and 1820, as presented in Green's Short History of the English People, and in Hallam's Constitutional History, chapters 15 and 16.

Geography.—North America, Europe, and the British Empire.

Mathematics.

Algebra.—Fundamental Operations; Involution and Evolution; Resolution into Factors; Principle of Symmetry; Theory of Divisors; Fractions; Ratio, Proportion,

and Variation ; Theory of Indices ; Surds ; Arithmetical, Geometrical, and Harmonical Progression ; Scales of Notation ; Permutations and Combinations ; Introduction to Binomial Theorem ; Simple and Quadratic Equations, with relations between Roots and Co-efficients ; Problems.

Arithmetic and Mensuration.—To know the subject in theory and practice. To be able to solve problems with accuracy, neatness, and despatch. To be familiar with rules for Mensuration of Surfaces and Solids.

Geometry.—Euclid, Books I. to IV. (inclusive), Book VI., and definitions of Book V. Exercises.

Elementary Mechanics.

Statics.—Equilibrium of Forces acting in one Plane ; Parallelogram of Forces, Parallel Forces, Moments, Couples, Centre of Gravity, Virtual Work, Machines, Friction, Experimental Verifications.

Dynamics.—Measurement of Velocities and of Accelerations ; Laws of Motion, Energy, Momentum, Uniform and Uniformly Accelerated Motion, Falling Bodies, Experimental Verifications.

Hydrostatics.—Pressure of Fluids, Specific Gravities, Floating Bodies, Density of Gases as depending on Pressure and Temperature, Construction and use of the more simple Instruments and Machines.

Physical Science.

Chemistry.—Definition of Chemistry and of Chemical Action. Indestructibility of Matter. Simple and Compound Substances. Laws of Chemical Combination by Weight and by Volume. Principles of Chemical Nomenclature. Symbolic and Graphic Notations. Classification of Elements into Metals and Non-metals, into Positive and Negative Elements.

Theory of atoms and molecules. Empirical, molecular, and constitutional formulæ. Absolute, latent, and active valency. Classification according to valency. Atomic and molecular combination. Graphic formulæ. Definition of simple and compound radicals. Chemical equations.

French and English systems of weights and measures. Their convertibility. Expansion of gases by heat. Reduction of gaseous volume to standard pressure and temperature. Calculation of the weight and volume of gases. Calculation of chemical quantities by weight. Calculation of empirical formulæ from percentage composition.

The preparation and properties of hydrogen, oxygen, nitrogen, carbon, chlorine, bromine, iodine, fluorine, sulphur, silicon, boron, phosphorus, and arsenic.

The allotropic modifications of oxygen, carbon, sulphur, boron, and phosphorus.

The preparation, properties and composition of water, hydrogen, peroxide, the compounds of nitrogen with oxygen and with hydroxyl, ammonia and the ammoniac salts carbon monoxide, carbon dioxide, carbonic acid, the carbonates, light carburetted hydrogen, acetylene, heavy carburetted hydrogen, hydrochloric acid, the oxides and oxyacids of chlorine, bromine, and iodine, hydrobromic, hydryodic, and hydrofluoric acids, the oxides and oxyacids of sulphur, hydrogen sulphide, hydrogen disulphide, carbon disulphide, silica, silicic acid, silicic hydride, boron trioxide, boric acid, phosphuretted hydrogen, the oxides and oxyacids of phosphorus, arsinuretted hydrogen, arsenious and arsenic acids, and the arsenic sulphides.

Manufacture of hydrochloric, nitric, and sulphuric acids. Composition and manufacture of bleaching powder. Theory of bleaching. Structure of flame. Suitability of water for domestic purposes. Causes of temporary and of permanent hardness of water. The atmosphere, its constitution ; effects of animal and vegetable life upon its constitution. Names and formulæ of some of the more important silicious minerals.

The chief properties of the following named metals ; their reduction from their ores ; and the preparation, properties, and composition of their more important compounds :—The monad metals, especially potassium, sodium and silver ; the dyad metals, barium, strontium, calcium, magnesium, zinc, cadmium, mercury, and copper ; and gold, aluminium, lead, platinum, nickel, cobalt, iron, manganese, and chromium.

Manufacture of soda-ash, glass, porcelain, and earthenware.

Heat.—Definitions of heat and of temperature. Construction and use of the mercurial thermometer. Centigrade and Fahrenheit scales, and the conversion of the readings of either into those of the other. Correction for change of zero. Dilatation of solids. Definition of co-efficient of expansion. Linear dilatation — methods of Lavoisier and Ramsden. Cubical dilatation of solids. Relation of cubical to linear expansion. Dilatation of liquids. Apparent and real dilatation. Determination of the co-efficient of expansion—1st, by the thermometer; 2nd, by the specific gravity bottle; and 3rd, by weighing a solid in the liquid. Method of Dulong and Petit for the determination of the absolute dilatation of mercury. Dilatation of water. Dilatation of gases. Relation between pressure and temperature of air whose volume remains the same. Air thermometer. Application of the laws of dilatation. Graham's mercurial pendulum and Harrison's gridiron pendulum. Expansion and contraction of solids. Illustrations of precautions which changes of volume by heat and cold render necessary in the arts. Liquefaction and solidification. Laws observed by substances which do not change their composition in passing from the solid to the liquid state. Change of density produced in the act of melting. Latent heat of fusion. Influence of pressure on melting-point. Freezing mixtures. Laws observed by substances which do not change their composition in passing from the liquid to the solid state. Regelation, vaporization, and condensation. Various methods of vaporization. Influence of pressure. Of the nature of the vessel and of substances dissolved upon the boiling point. Leidenfrost's phenomenon. Sublimation. Condensation of gases. Density of gases and vapours. Dewpoint instruments. Daniell's, Regnault's, and Mason's wet and dry bulb hygrometer. Radiant heat. Reflection, refraction, and absorption. Theory of exchanges. Heat equilibrium of surfaces of plates. Formation of dew. Conduction of heat. Definition of conductivity. Forbes' method of determining conductivity of solids. Difference between transmission of heat and transmission of temperature. Safety lamps. Conductivity of liquids—Guthrie's method. Convection of liquids. Convection in gases. Trade winds. Specific heat—1st, method of mixture; 2nd, method by fusion of ice (Bunsen's calorimeter); and 3rd, method by cooling. Regnault's method for determining specific heat of liquids. Regnault's method for determining specific heat of gases. Influence of the state of a substance on its specific heat. Facts covered by the term *Latent Heat*—The latent heat of water and of steam. Relation between heat and mechanical effect—Davy's, Rumford's, and Joule's experiments. Definition of mechanical equivalent of heat. Derivation of mechanical equivalent of heat from the condensation of gases. Nature of flame.

II.—For Grades A and B.

1.—Department of English Language and Literature, with History and Geography.

The English Language:

Composition.
History and Etymology of the English Language.
Rhetorical Forms.
Prosody.

Books of Reference; Earle's Philology of the English Tongue; Abbot and Seeley's English for English People; Bain's Composition and Rhetoric; Marsh's English Language and Literature, Lectures VI. to XI. inclusive.

English Literature:

(1) History of English Literature, from Chaucer to the end of the reign of James I. Books of Reference: Craik's History of the English Literature and Language. Marsh's English Language and Literature, Lectures VI. to XI. inclusive.

(2) Specified works of standard authors prescribed for July 1883:—

Chaucer—The Prologue to the Canterbury Tales; The Nonne Prestes Tale. Shakespeare—Antony and Cleopatra. Candidates are recommended to consult some such

work as Dowden's Mind and Art of Shakespeare, or Gervinus's Commentaries. Pope—Prologue to the Satires. Addison—The Selections from Addison's Contributions to the Spectator, made by J. Arnold, under the headings (1) Manners, Fashions, and Humours; and (2) Tales and Allegories (Clarendon Press Series). Wordsworth — Sonnets, in Matthew Arnold's Selection. Macaulay—Life and Writings of Addison.

History:

Greece.—The Persian to the Peloponnesian War inclusive—Cox's History of Greece (unabridged).

Rome.—From the beginning of the Second Punic War to the death of Augustus.—Mommsen's History of Rome.

England—The Tudor and Stuart Periods, as presented in Green's Short History of the English People, Macaulay's History of England, and Hallam's Constitutional History.

Canada—Parkman's Old Régime in Canada.

Geography:

So much Ancient Geography as is necessary for the proper understanding of the portions of the Histories of Greece and Rome prescribed.

2.—Department of Mathematics.

Candidates who take Mathematics are also required to show, by passing an examination in Antony and Cleopatra for 1883, that they have read the play carefully, and that they are in the habit of writing the English language correctly.

Algebra.—Multinomial Theorem, Exponential and Logarithmic Series, Interest and Annuities, Indeterminate Co-efficients, Partial Fractions, Series (Convergency and Divergency, Reversion, Summation), Inequalities, Determinants, Reduction and Resolution of Equations of first four Degrees and of Binominal Equations, Relations between Roots and Co-efficients of Equations, Indeterminate Equations, Problems.

Analytical Plane Geometry.—The Point (including Transformation of Co-ordinates), the Right Line, the Circle, the Parabola, the Ellipse, the Hyperbola, the General Equation of the Second Degree, Abridged Notation, as in Puckle's Treatise.

Trigonometry.—Trigonometrical Ratios, General Values of Angles, Functions of Sum and Difference of Angles, Multiples and Sub-multiples of Angles, Trigonometrical Equations, Solution of Triangles, Measurement of Heights and Distances; Inscribed, Circumscribed and Escribed Circles of a Triangle; Quadrilaterals, Description of Vernier and Theodolite, Trigonometrical and Logarithmic Tables, Demoivre's Theorem.

Dynamics.—Moments of Inertia, Uniform Circular Motion, Projectiles in Vacuo, Collisions, Simple Pendulum, Experimental Verifications.

Elementary Geometrical Optics.—Reflection and Refraction of Light at Plane and Spherical Surfaces, including Prisms and Lenses (aberration not considered); the Eye; Construction and use of the more simple Instruments.

The following are recommended in addition to books prescribed for Grade C;—

Algebra.—Gross.

Analytical Geometry.—Puckle; Refer to Salmon's.

Trigonometry.—Hamblin Smith's; Refer to Colenso's or Todhunter's.

Dynamics.—Kinematics and Kinetics.—Gross.

3.—References to Regulations.

Grade C must be taken before any Candidate is eligible for Grade B or A.

For Grade B or A an option is permitted between the two Departments, (1) of English Language and Literature with History and Geography, and (2) of Mathematics.

Grade B or A may also be obtained by the University equivalents prescribed by the Regulations in that behalf.

25th November, 1882.

5. OPINIONS AND DECISIONS OF THE MINISTER OF EDUCATION.

The following extracts of recent opinions are given as being of general interest:

1. School Meetings and Elections in Rural Districts.

1. *Mode of Taking Votes at School Meetings.*

Under the 47th section of the Public Schools Act, the Chairman is required to take the votes in the manner desired by a majority of the electors present, but on the request of any two electors, he is called upon to grant a poll.

In the present case, it appears that the Chairman did take the votes in the manner desired by the electors present, and that was by a division, as to which no objection was made. The Minister is clearly of opinion that it is too late to demand a poll after a decision of the meeting has been thus arrived at.

2. *Election Must be Completed on the Proper Day.*

In the case of a rural school trustee election there is now but one meeting, namely, on the last Wednesday in December in each year. No adjournment of any kind is contemplated, and whatever number of candidates may be proposed, the meeting must elect the necessary number. It is only in cases of cities, towns and incorporated villages that there is a nomination day.

3. *On Poll at Annual Meeting.*

Due notice having been given of the meeting under sub-section 25 of section 102 of the Public Schools Act, the proceedings under sub-section 25 (*a*) must follow the mode prescribed in the forty-fifth and three following sections of the Act, and will be governed by section 41 as to the time of proceeding. A poll, if demanded, should be proceeded with at once, there being no power to postpone the voting.

4. *On Form of Notice of Meeting.*

The statute requires that a copy of the proper notice should be put up in at least three public places in the section six days before the meeting. The omission to sign the notice does not impair the lawfulness of the meeting held pursuant to the terms of the notice.

5. *Memorandum as to Electors Entitled to Vote.*

Questions have arisen as to the right of those who are placed upon the Assessment Roll under the farmers' sons' franchise, or as income voters, to vote at school elections.

The provisions contained in sections 57 and 60 of the Public Schools Act have been enlarged by sections 2 and 3 of the School Act of 1879, so as to comprise, in addition to the persons entitled to vote under said section 60, every person named upon the Voters' List of the municipality, and whether entitled to vote at municipal elections, or at elections for the Legislative Assembly, but the same condition is retained, viz.; that those persons who become entitled to vote, as being on the Voters' List, shall have been assessed for and have paid the rate imposed for Public School purposes within the last twelve months in the ward, town, village or school section in which the person proposes to vote at such election.

Before the passing of the School Act of 1879, the elector at school elections must have been rated on the Assessment Roll as a freeholder, householder or tenant, but in the declaration provided by section 3 of the School Act of 1879, and which is in substitution for that provided by the 52nd and 60th sections of the Public Schools Act, the elector is not required to do more than to declare his identity with the person whose name is on the Voters' List, or that he has been rated on the last revised Assessment Roll, and that he is of the age of twenty-one years, and that he has the right by law to vote.

The effect of section 2 of the Act of 1879, is to extend the right of voting in school matters to all persons named on the Voters' List, in addition to those formerly entitled by law, and this therefore necessarily includes voters who are on the list either as farmers' sons or as income voters.

The 20th section of the Assessment Act makes it clear that any person coming within the farmers' sons' franchise, assessed as a joint owner, as such becomes liable for school rates, and when paid by any one of the joint owners the payment is payment in law by each, and so would strictly fulfil the condition of the law as to the payment of school rates.

When the school rates assessed against the property, in respect of which the farmer's son's name is on the Voter's List, have been paid by any of the persons assessed as joint owners, such farmer's son can properly take the declaration prescribed, that he has the right by law to vote. The same reasoning would also apply to any one who is a tenant or occupant, and who is assessed as well as the owner, and consequently liable for school rates, whether he or the owner actually pays the same.

The income voter would also be entitled to vote, should he have been assessed for and paid a school rate imposed within the last twelve months, and he could in such circumstances properly make the declaration that he had the right by law to vote.

6. *Right of Farmers' Sons to Vote.*

The Farmers' Sons' Franchise only gives a vote in respect of the property out of which it arises, and cannot be construed to give a vote except in the school section in which such property is actually situate.

There are farmers who own village lots of about the value of $10 each, having two or three sons living in another school section, but who came into, and voted at the election of a trustee in this section, and, by means of such votes, gave the trustee elected his majority.

If the sons of these farmers did not appear on the list of freeholders and householders for the school section, they would have no votes; and if on the Voters' List under the farmers' sons' franchise, this could only have been in respect of their respective fathers' farms, which, under the law, must at least represent a value of $200 for the farmer and each son claiming to vote in respect thereof.

The value of the lots referred to, at the most, would only suffice to give the farmer himself a vote as an assessed freeholder in the section.

7. *On Right of Freeholder and Tenant to Vote.*

The freeholder and his tenant are both entitled to vote if assessed, and if the school tax in respect of the property has been paid; and it is immaterial whether it has been paid by the freeholder or the tenant.

8. *Municipal Loan Fund—Power to Borrow.*

The power of the trustees to borrow money from the township, out of the Municipal Loan Fund moneys, is provided for by sections 93 to 96 of the Public Schools Act, and 96 provides that this can only be done after a special school meeting.

9. *Site being once Chosen, no new Meeting Necessary.*

A site was chosen properly for new school-house on 22nd April, 1879. The matter lay in abeyance till 1881, when the ratepayers wanted to proceed. On this, the opinion was given that the resolution of the meeting of 1879 was still in force as to the selection of the school site, and that the resolution of the recent annual meeting to approve the project is a sufficient compliance with sub-section 3 of section 29 of the Public Schools Act of 1879.

10. *The Majority May Decide as to New School House.*

The majority referred to is that present at the meeting of the ratepayers, called for the purpose of considering the proposal of the trustees for building, and if such meeting is properly summoned the action of the majority will legally bind all other ratepayers.

11. *Penalty for Illegal Vote—when not Recoverable.*

In a new section where several new residents became proprietors in October, not

being included on the Assessment Roll, they attended the Annual Meeting (28th Dec., 1881) and voted. Irregularities occasioned the meeting to be set aside. It was followed by a special meeting on 11th January, prior to which the parties were assessed, having already paid the taxes for 1881. Having acted in good faith they are not liable to penalty under the Public Schools Act, sec. 244.

12. *Re-consideration of Question of School Site.*

It appears that if, in the actual selection of the site authorized by the meeting of the ratepayers, manifest inconvenience would arise, the Trustees would be justified in asking a new meeting of the ratepayers for re-consideration.

13. *Assent of Ratepayers necessary, where Additional Land required for School Site.*

Any money required to be raised or borrowed for the acquisition of additional land for the School Site, would appear to the Minister to come within the requirements of Section 29, of the Act of 1879, and to require the assent of the ratepayers.

14. *Proposal to Build—Particulars required for approval of School Meeting.*

By the 3rd sub-section of section 29 of the School Act of 1879, in the case of rural School Sections, the Trustees are prohibited from borrowing, or buying, or collecting any rate for any sum of money for the erection of a School-house, unless a proposal for the same has been first submitted to and approved of by the duly qualified school electors of the Section.

Such a proposal necessarily includes information as to the plan and specifications, as to the amount of money proposed to be expended and the mode of raising the same, and the period within which any debt to be contracted is to be repayable, also the rate of interest to be provided for.

15. *A Meeting to select a School site can refer the matter to Arbitrators unanimously appointed.*

The first meeting was inoperative and also the second in consequence of the failure to appoint arbitrators as expressly required by Section 121 of the Public Schools Act. This condition was first fulfilled at the third meeting, when the Arbitrators were duly appointed and their award will be valid and legally settle the new site, on which only the School-house can be lawfully erected.

16. *When Ratepayers Refuse to Assent to erection of School-house—Liability of Trustees.*

The School Corporation is liable to provide adequate accommodation and if the ratepayers are not willing to assent to the borrowing of money for the erection of a School-house the Trustees can lawfully rent a building for this purpose, and would probably be compelled to do so upon an application for *mandamus* by any ratepayer of the Section.

II.—Powers and Duties of Township Boards and Rural Trustees, with Respect to School Accommodation and Property, and also as to the General Management of School Affairs.

1. *Arbitrators are Allowed to Decide According to their own Judgment.*

In arbitration, the finding of the Arbitrators cannot be reviewed or questioned by any Court, except for fraud or admitted mistake, and they are at full liberty to decide according to what is right and just in their judgment, and are not bound by any strict rule of law as to weight of evidence or otherwise.

2. *School Arbitrators and Referees are Exempt from any Oath of Office—May settle costs of Parties.*

Referees, valuators or arbitrators, under the Public Schools Act, derive their authority from the By-laws appointing them and do not require to take any oath of office, nor is any such condition imposed upon them.

So far as cases come within Section 85, the valuators have the fullest jurisdiction to adjust, in an equitable manner, all rights and claims consequent upon any action under a by-law of the township, and if individual ratepayers are entitled to equitable consideration, in the judgment of the valuators, they may award this and determine by whom the same shall be settled.

It would follow that if in their judgment costs or witness fees are necessary to do justice, they can properly so decide.

3. *Vacant Land of a Church not in Use may be taken for School Site.*

Vacant land owned by Trustees for a church was required as an addition to the playground of the school and being unoccupied for church purposes, the question is whether it is within any of the exceptions which would preclude the School Trustees acquiring it by compulsory proceeding under the Public Schools Act, if the legal owners refused to sell.

The Trustees for the church are "owners" within the meaning of the Public Schools Act, and the proper notice can be served upon them, and they can make a good title to the school site by a conveyance if they agree, otherwise it may be acquired through an award, which when registered would be a good title itself.

4. *Exception of Orchard, etc., as Site.*

It appears from the letter and accompanying diagram, that the Trustees are able to secure a site from the owner on one side of the travelled road, sixty-six feet wide, but that this site would be within one hundred yards of the orchard owned by another person upon the other side of this travelled road, and the question is whether the consent of such owner is necessary.

Section 123 of the Public Schools Act has reference to this state of circumstances only, namely, when the owner of the land selected for a School Site refuses to sell the same or demands an unreasonable price. In such a case arbitrators may be appointed to value the same and upon tenderiug of the amount the land can be taken and used by the Trustees.

Sub-section 4 contains a limitation on the exercise of this authority, when the proposed site is within one hundred yards of the orchard of the owner of such proposed site should he refuse his consent.

This appears to the Minister to apply expressly to the orchard of the owner of the site selected, but not to the orchard of any other owner of lands in the Township.

His opinion therefore is that the owner of the orchard across the travelled road from the School-house has no valid legal ground for objecting to the erection of the School-house on the proposed site selected from the other owner.

5. *Neglect of Trustees.*

Besides the application for a *mandamus* in case of neglect of the Trustees to erect the required School-house and open School therein, any ratepayer may proceed against them before a Justice of the Peace for penalties, on account of their refusing and neglecting to perform the duties of their office under Section 237 of the Public Schools Act.

6. *Protection against Nuisance.*

A Trustee Corporation can lay an information before any Magistrate against the owner of the cheese factory for what is a public nuisance, and for which, if proved, the said owner should be heavily fined by the Court of General Sessions of the peace.

If the facts are as stated, the remedy can be made effectual by repeated convictions, should the nuisance not be abated.

There is also the further remedy by an injunction and damages in the High Court of Justice.

7. As to Fences of School Site.

(1) The Trustees were justified in raising the legal question as to the liability of their Corporation, and are therefore entitled to be indemnified for their costs.

Trustees should, however, take care not to give any occasion for any other suit; it having been decided by the Judge that they were liable to the whole expense of keeping up and maintaining the fence between the Trustees' property and that adjoining. Unless they do this, and by their neglect put the ratepayers to any expense, they could be compelled to refund the costs personally.

The decision of the Judge was that the Line Fence Act of Ontario does not apply to school ground, and this is probably a correct view of the law. The Minister does not therefore consider this a matter for an appeal by him.

(2) The opinion has since been definitely formed by the Minister that the Line Fence Act has no application to property occupied for school sites, which require fencing, inapplicable to that which is subject to the Line Fences Act, and the jurisdiction conferred thereby on fence viewers.

The Minister is therefore of opinion that School Trustees are obliged to fence, and to maintain in good repair, the fence surrounding their school grounds, and cannot call on the fence viewers, or take any other advantage of the Line Fences Act, so as to compel the adjoining proprietor to contribute to the expense of maintaining the school fence.

8. Payment of Compensation for Site to County Treasurer, when good title unattainable.

The 133rd Section applies to any case, whether the compensation is either agreed upon between the Trustees and the owner in possession, or whether such compensation has been settled by arbitration; the effect, therefore, is to authorize the Trustees to deposit the amount of the compensation with the County Treasurer, or in such other manner as may be directed, with interest for six months, together with a certified copy of the proposed conveyance from the owner to the Trustees. This will constitute a good title to the Trustees as against all persons interested, including the mortgagees. The conveyance itself should be registered in the Registry Office, as provided in section 133. The Minister would recommend that the payment of the compensation should be made to the County Treasurer.

9. Trustees failing to engage Teachers liable to penalty.

Under Section 102 of the Public Schools Act, it is the imperative duty of School Trustees to contract for and employ teachers for their school sections, and if they fail in such necessary duty, they are liable to be proceeded against before any Justice of the Peace by any two ratepayers under section 237 of the Public Schools Act, and so on from time to time until this duty is fully discharged.

It will be no justification for them to show that they could not secure a teacher at the small sum of $200, as offered by them. The Minister considers the neglect of these Trustees to have been so injurious, that he is prepared to sustain any action of the ratepayers against them in the premises.

10. Employment of unqualified Teachers.—Liability of Trustees.

If the Trustees employ a teacher not possessing any lawful qualification they should not only forfeit their right to any share of the Legislative Grant, but also to the County equivalent and any taxes levied by the Township Council on behalf of their section. They can also be restrained by an injunction at the suit of any ratepayer.

11. As to the Fifth and Sixth Class in Public Schools.

The Minister had this question placed before him for consideration in April, 1881,

in the case of Kingston Public School Board and the City Council. He then considered that, under sub-section 18, of section 104 of the Public Schools Act, which requires Public School Boards to provide adequate accommodation for all children of school age in the municipality, and (under sub-section 24) to see that the schools under their charge are conducted according to the authorized Regulations, it would follow that the Regulations of 1877, establishing the programme or course of study for the Public Schools, and prescribing six classes and the subjects to be taught therein respectively, were obligatory upon School Boards, (excepting in rural schools) or where circumstances would justify the Inspector in recommending modifications of the programme.

Regulation 6 as to the High Schools, chapter 5, shows that it is at the option of parents of pupils whether the pupils shall enter the High School or not before they complete the whole programme of studies in the Public Schools. (See also page 55.)

The Minister considers that any undue efforts to withdraw pupils in the Public Schools from the Fourth Class only into the High School would result in the Fifth or Sixth Classes being given up, to the probable injury of pupils and parents. This question has since been settled by the Regulations of the 31st of July, 1882, by which the programme or course of study in Public Schools is made more flexible, according to the schedule therewith, as far as the circumstances of the particular school will allow, and while it is the duty of all School Boards and Trustees to afford efficient instruction in the essential subject of elementary education, prescribed in the schedule for the first four classes of the Public Schools, School Boards and Trustees are at liberty to consider what other classes or subjects are to be taken as obligatory in the judgment of the respective Boards and Trustees, having due regard to the circumstances of their schools.

12. *Purchase of Prize Books.*

Since the Depository has ceased to be a branch of this Department, School Trustees are at liberty to purchase any books for prizes which they may think desirable.

13. *Township Board and Municipal Council can each appoint an Auditor.*

Inasmuch as Township Boards have all the authority of Public School Boards and of Rural School Trustees, they can exercise the power of appointing two Auditors, and there being no annual meeting at which another Auditor can be appointed, it would be within the power of the Municipal Council to appoint this one.

14. *Trustees improperly loan School Moneys.*

Where trustees have improperly loaned moneys, the Inspector has no jurisdiction under section 194, sub-section 11, to deal with the charge.

The amount in question, being $330, is beyond the jurisdiction of the County Court. The most complete remedy would be by a bill in Equity at the instance of a ratepayer, when the trustees in default would be ordered to account for both principal and interest. If it was established in fact that the provisions of the 225th section have been violated, the general law which governs the relation of all trustees would also apply.

15. *Improper Payment by Secretary-Treasurer.*

As to the course of proceeding requisite for compelling the late treasurer of the school section to pay over to the trustees the amount of the extra tax levied for the purpose of covering his expenses of contesting the validity of a by-law in which he was defeated, the County Court Judge, on an application under section 232 of the Public Schools Act, could order a refund to the trustees.

16. *Time for applying to Municipal Council.*

The period mentioned in section 79 of the Public Schools Act for an application by rural trustees to the Council is only directory and not a condition, and therefore the school rates on the collector's roll of the Township can be legally recovered from all ratepayers

in the section liable to pay the same, and any objection of illegality on this ground cannot be sustained.

17. *Municipal Council liable to pay over School Moneys notwithstanding a Pending Dispute.*

Notwithstanding any pending discussion, the Municipal Council is bound to pay over to the School Board all moneys provided under their requisition authorized by sub-section 10 of section 104, Public Schools Act.

There is a summary mode of compelling this by *mandamus* on application to one of the Superior Court Judges sitting in Chambers.

18. *Resolution of School Meeting assuming the liability of the Trustees for a Debt to a Teacher.*

The ratepayers are quite right when they assume the liability imposed upon the trustees personally by the Judge's decision, from the agreement not being in writing, and this should be acquiesced in without further question.

19. *Refund of Taxes—illegal.*

On a person leaving his farm, it is proposed to remit to him the amount of taxes paid by him for the school building.

The trustees have no legal power to remit any school taxes which have been actually paid. This is a matter for the tenant and his landlord to arrange according to the terms of the lease between them. The trustees have no other legal duty than to require the township clerk to make the requisite assessment upon every ratepayer, and if they should remit any taxes properly collectable they would be personally liable.

20. *Trustees are to exercise their discretion as to the amount of Funds required for Current Expenses.*

The trustees are the only body for determining the extent of the wants of their school section for current expenditure year by year, and they can have this amount collected through the municipal machinery. They would be liable to refund the ratepayers any improper excess in the amount required, but are entitled to exercise such discretion as would be prudent under the circumstances as to the probable amount required in each year.

21. *Assessment of an undivided lot assessed in two Sections.*

The question between the trustees of the two sections as to the application of the school taxes levied on an undivided lot can be decided by a suit in the Division Court between the trustees of the two sections.

The Township Council cannot proceed otherwise than according to the Assessment Roll, and that will continue to govern until the County Judge of the Division Court decides differently, in a suit brought for the amount of the taxes which, under the Assessment Roll, have been appropriated to the wrong section.

22. *All Children between Seven and Thirteen years of age are prima facie bound to attend the Public Schools—exceptions, when allowed.*

Any such excuse for children not attending the Public School, of the nature referred to in this letter, to the effect that their parents are teaching them at home, or that they are being taught elsewhere, is no legal answer to the demand of the trustees.

The 4th Section shows that the only exception in this particular is where such child is under efficient elementary instruction in some other manner, and this is a matter of fact which the Justices of the Peace are competent to settle upon the evidence before them. The onus of proof that the instruction is efficient will be thrown upon the parents of the children, as *prima facie* it is their duty to see that their children attend the Public School on the demand of the trustees.

23. *Suspension of a Pupil cannot be for an Indefinite Time.*

The suspension of a pupil must be for a limited and reasonable time, and the trustees are not justified in depriving the child for an indefinite period of his school privileges, and they will be responsible to the parent in damages in the Division Court for any unreasonable deprivation of the child's schooling, this not being a case for expulsion.

24. *Trustees cannot legally pay School Fees of Pupils attending in another Section.*

There is no authority under which trustees can, even with the consent of a majority of the ratepayers at a special meeting duly called for the purpose, assume to pay any tuition fee for children of the Section attending the Public School of the town.

It is the duty of trustees to provide adequate accommodation for children of all residents in their Section.

25. *What Children are Resident.*

A brother, being a resident ratepayer, cannot be considered as standing in the place of the parent, notwithstanding the fact that the sister has been more than a year with him. The question is one of fact whether she is or is not a resident pupil, which would be proved by her being shown to be the child of a resident ratepayer, or under the legal guardianship of such. The Minister considers that the sister would be liable to pay the school fees imposed upon non-resident children, and that, as this arises by implication, a formal demand by rate bill is unnecessary. The liability is co-extensive with the period during which she may have been deriving any benefit from the school.

26. *On Right of the Sisters of a Ratepayer to Attend.*

The question of the right of two sisters, who are living with another sister, a resident, to attend the Public School free, depends upon whether they are resident or not with such sister in the true relation of a guardian. If their father is living elsewhere, then they must be considered as the children of non-residents, but if they are under such sisters' guardianship in fact, in place of their father, then they should be considered as resident children.

27. *On School Census.*

The express provisions of the School Acts of 1880 and 1881 for taking the census, have repealed those which formerly existed for the like purposes.

28. *Case of Legal Incapacity of a Majority of Trustees.*

The best course for the remaining Trustee is to consider that two vacancies exist, and to supply these at the next annual meeting. Any sums paid to the Trustees for services can be recovered back by a suit at the instance of any ratepayer, in the Division Court.

29. *Trustees' Right Forfeited by Non-attendance.*

The two sections—17 and 38—of the Public Schools Act are to be read together, and the general tenure of office provided for in section 17 is necessarily subject to the condition for its earlier determination in the state of things provided for in section 38, and by section 13 of the School Act of 1881.

Absence for three consecutive months, without leave, as prescribed by section 38, avoids the office, and requires no further act. The former Trustee can assert no claim to be a legal Trustee, and the further cause under section 13 of the School Act of 1881 also avoids the election *ipso facto*.

30. *School Act of 1881 Forbids Sale of School Site by a Trustee to the School Corporation.*

The effect of section 13 of the School Act of 1881 would be to prevent a Public School Trustee, while holding office, from entering into a contract for the sale of the school

site to the corporation of which he is a Trustee. The exception in section 225 of the Public Schools Act is abrogated by the express terms of section 13.

It is only in cases of a compulsory proceeding that the appointment of arbitrators becomes necessary, but this involves a proceeding against strangers, and not a case where one of the Trustees himself is the person from whose land the school site is to be taken.

Any practical difficulty can be overcome if this land is actually required for the site, by the Trustee resigning his office and another being appointed to the vacancy.

31. *Remuneration to any Trustee is Illegal although Voted by the Ratepayers.*

The language of section 13 of the School Act of 1881 is large enough to prohibit the receipt, by the Trustee, of the sum of $20 voted by the ratepayers for services as secretary-treasurer while holding the office of School Trustee. The payment of this would, *ipso facto*, avoid the Trustee's seat, and the money could be recovered by any ratepayer.

32. *School Accommodation—Regulations to be enforced where the need is made clear.*

The regulations of the Department with reference to school accommodation have been made more flexible than the former regulations on this subject, but only to protect the school sections from being unduly burdened by requirements which could conveniently, and without detriment to the pupils, be postponed in certain cases.

In one case the Minister finds from the Inspector's statements, that the area of the school section comprises 6,000 acres of the best land in the County of Middlesex, and that it contains 150 children of school age; that the teacher employed receives a salary of $460; that for a portion of 1877 an assistant was employed, but taught in the same room with the master. The average attendance for two years shows the following:—

First half, 1876, average	number	in attendance	68
Second half, 1876	"	"	72
First half, 1877,	"	"	76
Second half, 1877,	"	"	82

This establishes, firstly, the necessity of a second or assistant teacher; and, secondly, the necessary accommodation of two rooms, and the Minister is rather surprised that any of the ratepayers should have made any complaint when the Inspector called their attention to those matters.

The Minister's conclusion is that the Inspector is quite right under the circumstances mentioned, and will uphold him in requiring you at a convenient season to comply with his requests.

33. *County Council Committee has no power to direct Trustees to build a second School House, but the Trustees are required by a Court to do so if necessary.*

The only jurisdiction conferred upon the committee of appeal of the County Council, under section 88, is to review the action of the Township Council in respect of any By-law for the formation, division, union, or alteration of school sections within the Township. The Public Schools Act makes it obligatory upon the Trustees, when the circumstances of the section require it, to build or rent and to maintain two or more school houses in the section. See sub-section 10, of section 102.

A Superior Court Judge can, in Chambers, grant a peremptory *mandamus* to compel Trustees to do so on proper affidavits sufficient to show that this is a case in which the Trustees are neglecting their statutory duty.

III. Settlement of Boundaries.

1. *Adjustment of Claim, or Alteration of Sections.*

The words of the 85th section of the Public Schools Act are very comprehensive, and expressly apply to the competency of the Township Council to appoint the County In-

spector and two valuators to value and adjust all rights and claims consequent upon the formation, dissolution or alteration of any union school section, as well as of any section in the township itself.

2. *Jurisdiction of Valuators—Decision of Valuators is final.*

The decision of the valuators is conclusive, and cannot, under the circumstances, be disturbed by any of the parties.

3. *In Union Sections no appointment of Referees can be made after the withdrawal by the Township of its portion from the Union.*

As to whether a demand can be made for the first time, after the withdrawal by the Township of its portion from the union with the village has actually taken place,—the 140th section of the Public Schools Act (as well as the 17th section of the School Act of 1879, and the 7th section of the School Act of 1880), contemplates a disagreement as to the terms of the withdrawal between the two municipalities concerned, before such actually takes place on the first Monday of January following after that period; and it is too late then for either municipality to assume to appoint a referee, there being no basis on which he can act. Either municipality can properly, therefore, refuse to appoint a referee or otherwise recognize the appointment by the other.

4. *When within the same Township.*

Any By-law passed by the Township Council under the authority conferred by section 81 of the Public Schools Act, would be legal, notwithstanding that it contained no provision under section 85 for appointing valuators to adjust and value the claims arising in consequence of any division of the school section. Any omission to do so can be supplied by the appointment of valuators by the Council within a reasonable time, either by resolution or by-law.

5. *Expense of Appeal to Committee of County Council.*

The County Council would be liable for the payment of the expense of the committee appointed by them in pursuance of their duty, under the 88th section of the Public Schools Act, upon the principle that when a statutory duty is to be imposed upon such a body it cannot refuse to discharge it, and consequently must provide the necessary means directed for this purpose, namely, "a committee of competent persons."

The County Council is therefore liable to any expense attending this, including the personal remuneration of the committee.

Sub-section 2, of section 190, has no application whatever to such appeal, but refers to other duties of the School Inspector.

6. *When an Appeal does not lie to the County Council.*

If the Township Council neglects or refuses to act, as it appears from the proceedings which have taken place, that neither Trustees nor Inspector ever requested the Township Council in writing to take any such proceeding as the committee of the County Council has assumed to deal with, its determination is altogether void, as having been made on a matter in respect of which it has no jurisdiction.

All that section 82 authorizes to be appealed to such committee, is the neglect or refusal of the Township Council in any proceeding, at the request in writing of the Trustees or Inspector, and the 88th section is equally explicit in defining this neglect or refusal of the Township Council to be "on application being made to it by the Trustees or Inspector."

The proceeding being void *ab initio*, and the determination of the committee a nullity, the Minister has no authority to confirm it. It is, however open to the parties to begin again.

7. *By-law to withdraw Lots from a School Section must add them to another Section.*

The Minister considers the by-law of the Township Council to be illegal in assuming

to withdraw certain lots from a school section, and omitting to place them in another section; these lots are still within it, and the Trustees have a right to demand from the Township Council, and to sue them for such school rates as should have been collected from such lots.

8. *Question as to true line—a Fence being wrongly placed Twenty years since.*

The ownership of the Trustees is similar to that of any other corporation, public or private, and is governed by the statute of limitations as private persons now are. The legal title of a street or public square is in the Crown, although the possession may be in the Municipality, and the legal maxim, *nullum tempus occurrit regi* applies, that is, that time does not run against the title of the Crown.

IV.—Union School Divisions.

1. *School Population not a Basis of Distribution in Union Sections.*

This question is now governed by section 3 of the School Act of 1880, and while this authorizes an agreement between the Councils of the respective municipalities being made on or before 1st August in any year, yet it is an agreement for an equalized basis of assessment which otherwise would have to be settled by the referees provided for by this section.

The only legal basis for school rates which this section recognizes is that of an equalized assessment, and any other which might be adopted would be invalid if disputed by any municipality concerned.

2. *Union Section—Allowance to Township which provides Funds by its own Investments.*

As to the principle of assessment which should govern in the respective portions of a union school section composed of parts of townships in two separate counties, the School Act of 1880, 43 V. c. 32 (page 93 of O. S.), s. 3, makes clear provision for arriving at an equalized basis of assessment upon which the school rate is to be levied by the municipal officials of each township municipality in which portions of the union are respectively situate. Under sub-section 2 the clerk of each municipality is required to place upon the Collector's roll of his municipality the amount which, according to this equalization, is to be contributed as its share, but if, as a fact, the township or the school section has funds invested for school purposes, it would be the duty of the Clerk to deduct so much of the interest upon these funds as would be available to the section for this purpose before placing the rate upon the Municipal Collector's Roll, which would then represent a rate reduced by such interest. The union as such is not entitled to the benefit of school funds belonging to the other township or section under the Municipalities or Surplus Distribution Acts.

3. *On Dissolution of Union—Formation of Section with less than the Required Area.*

When, from special circumstances, it becomes necessary to form a school section where there is not the full number of fifty resident children between the ages of five and sixteen, as directed by sub-section one *(a)* of section seventy-eight of the Public Schools Act, yet if, in the judgment of the township council, the school interests of these portions could be best secured by their being erected into a new section, this would justify the Minister in confirming the by-law under the provisions of section eight of the School Act of 1880.

When confirmed, the by-law would be absolutely legal and valid and no Court would have any jurisdiction to question the same.

Any objection upon the ground of the number of children being less than fifty does not prevent the township council exercising its general duty and jurisdiction in regard to school sections within the township, and at the utmost such an objection might afford

grounds for moving to quash the by-law before the Minister's confirmation, but not after this had been obtained.

4. *A Township Council may add part of a School Section, without its consent, to a Union School Division if the Municipalities to which the Union belongs are Consenting Parties.*

It is competent for the municipal councils of a village and township to unite a portion of a school section with the village for school purposes, under the provisions of section 137 of the Public Schools Act, having regard to the provisions thereof as amended by the third section of the School Act of 1880, and clearly set forth and explained in paragraph seven of the Minister's Memorandum upon the different questions connected with Union School Sections and divisions.

5. *Formation of Union Sections from parts of Different Counties.*

Where the union relates to township municipalities lying within two counties the inspector of each county under sub-section three of section 137 of the Public Schools Act is necessary to constitute a legal tribunal thereunder.

The senior county court judge, to be added in case of an even number, is to be determined by priority of his original appointment or commission.

Each township council is liable to pay its own referee, and the county council that of its inspector and also of its county judge, if he is selected under the sub-section of section 137.

6. *Part of Union Section may be Withdrawn—A Petition of Majority in such Part—A By-law should Provide for Attaching the Part Withdrawn to another Section or Establishing it as a Section.*

(1) The petition, which is a necessary condition to support the by-law of the township council for withdrawing part of the township from the union, is required to be that of a majority of the ratepayers of the portion proposed to be so withdrawn and not of the whole portion united.

(2) The by-law is effectual for withdrawing such part of the township from the union, and would take effect on the 1st January following its passing, but it should have also provided for attaching the part withdrawn to some other section of the township.

It is competent for the council now to pass an independent by-law for this purpose before the 1st May next, which would take effect on and after the 25th December next; but it would not be competent for the new council to repeat the former by-law so as to restore the part withdrawn to the former union.

It is competent, moreover, for both township councils to agree for the re-union of this part with the former union, by by-law to be passed before the 1st October next, taking effect on the 1st January following.

V.—Public School Assessments.—Debentures.—Collections.

1. *Liability for Uncollected Rates—Negligence.*

As to the liability of ratepayers whose taxes for the year 1881 have been allowed to remain unpaid, the Minister is clearly of opinion that if these taxes were legally imposed so as to be legally payable in that year, they continue to be a debt against the ratepayers, and recoverable as such for any period not exceeding six years.

The Trustees of every School Board are also personally responsible for any loss of money which is caused by any neglect of their official duty.

2. *Correction of Error.*

It is competent for the Council to correct the errors which occurred in 1880 in raising the school rates for that year by making the requisite deduction from Section 9 and adding to Section No. 11, in adjusting the amount to be allowed for the school rates of 1881, and amending the assessment and collector's roll accordingly.

3. *Application of an Amount Wrongfully Levied by the Trustees.*

The proper course for the Trustees to pursue, is to take the requisite steps for obtaining the approval of the ratepayers to the total expenditure required for the new school, and then to obtain a loan by debentures through the Township Council. The material on hand can then be paid for from the debentures, but otherwise the Trustees would become personally liable.

As it appears that $400 have been collected without authority, and are in the hands of the Trustees, the proposal at the meeting of the ratepayers should include their sanction of this amount, as if legally raised and on hand for this purpose; and then to require the Township Council to raise only the balance required.

4. *Collection of Arrears—Liability of Township Council—Fees of Arbitrators.*

The Township Council is liable to the School Trustees in case of any default on the part of their collector in the collection of school rates, and if it is a fact that they have allowed any ratepayer's taxes to remain uncollected, the School Trustees can sue the Township Corporation in the Division Court. In default of the Trustees acting, a ratepayer could probably compel both Trustees and Township Council to do their duty, in one suit in the Division Court.

So far as any ratepayers are over-charged, they would have a right to a return of such over-payment.

Where an arbitration is properly resorted to, in which the Inspector is one, he is entitled, under Sec. 190 of the Public Schools Act, to the same remuneration per diem for the time employed as the members of the Municipal Council at council meetings. The Arbitrators' fees should not exceed $2 per day, and with travelling expenses actually paid would be reasonable, but there is nothing to justify any mileage charge if not actually expended, and if the case of more than one school had to be considered, then the charge for such should be regulated by the time employed.

The Arbitrators' fees should under no circumstances exceed those fixed by statute for the Public School Inspector, namely that of the members of the Municipal Council per diem.

5. *In Unorganized Township—No Authority to Sell Lands for School Tax—Distress Warrant—Limit to Collector's Power.*

It appears that as Chaffey is an unorganized Township, there is no Municipal Clerk to whom the return of uncollected taxes can be made, and the Minister does not find any provision in the School Act which would authorize Trustees themselves to sell lands under their warrant.

In executing a Distress Warant the collector has no right to break open any door forcibly to levy for taxes; but if he can enter quietly in any way, it would not be a breach of the law.

6. *On Exemption for Indigence—Collector's Liability—Information for Assessor in case of a Union—Collection of Arrears.*

(*a*) The Township Council has no power to exempt indigent persons from school taxes, but this jurisdiction rests in the Trustees under sub-section 5 of Section 103 of the Public Schools Act. Their resolution to this effect would bind the Township Council and its officers.

(*b*) The collector is entitled to be paid by his own township. A registered letter would be at his own risk, but such risk practically would be infinitesimal.

(*c*) In the case of a Union, the township applying to another township for its proportion of taxes should furnish all such information as would enable such township to ascertain whether the demand is justifiable, and this would involve a statement of all particulars needed for ascertaining this. Until then the township called upon can properly refuse taking any action.

(*d*) In case of any arrears of school taxes not collected, the Township Council would

have authority to collect them, and, if necessary, place them on the collector's roll for the following year.

7. *On Remedy where Assessment is Made in Wrong Name.*

The proper course would be to appeal to the Court of Revision in case the assessors should assess the property in any other name than that of the true owner, but if this is not done then the collector must be governed by his roll, which would correspond with the assessment.

8. *Conditions of Loan—Repayments.*

By sub-section 4 of section 29 of the School Act of 1879 (42 V., Chapter 34) the power of Municipal Councils for issuing debentures for any loan of money for school purposes, was extended so that debentures may be for a term not exceeding 20 years, as the Municipal Council might think fit; and the Council may also in its discretion make the principal repayable by annual or other instalments, as provided by section 332 of the Municipal Act.

The By-law is, therefore, in the opinion of the Minister, correct in providing for the raising of annual sums by way of principal, in addition to the interest, according to the claim appearing in the second recital of the By-law sent him.

There is, however, an objection to the annual payments for principal and interest being so unequal in the later years.

Section 332 is express in requiring that the annual payments for principal and interest should be nearly equal in their aggregate amounts, and this objection, the Minister considers, would be fatal.

The By-law should be repealed and a new one introduced, with total amounts in each year as nearly equal as may be.

9. *Authority to Raise a Certain Sum—Also Covers the Necessary Interest Payments.*

The resolution carried at the public meeting of the ratepayers of the section, held on the 6th March last, in which the Trustees are instructed to raise and expend a sum on capital account, not exceeding $3,600, for a new school house, authorizes also whatever interest may be necessary in order to give effect to the further resolution under which such amount of $3,600 was to be extended over a period of three years, by issuing debentures of the township.

The Minister thinks that the authority to raise the full sum of $3,600 of capital by such debentures, and to make them payable with interest, is free from legal question.

10. *Township Council to Provide Funds.*

The Township Council is bound, upon the requisition of the School Trustees, provided that they have the approval of the duly qualified school electors under sub-section 3 of the 29th section of the School Act of 1879, to provide the amount of money which the trustees require by virtue of the authority given by sub-sections 9-10 of section 78 of the School Act.

11. *Premium as well as Principal of School Debentures Belongs to School Corporation.*

The Minister has considered the questions as to whether the Municipal Council, as such, or the School Corporation, is entitled to any premium which may be realized upon the debentures of the township, issued for school purposes, and upon the security of school rates liable for the payment of principal and interest of such debentures. The proceeds, whether in excess of par or under, strictly belong to the School Corporation, and the Municipal Corporation is merely their agent in giving legal shape to the transaction.

VI.—Cities, Towns, and Villages.

1. *Public School Trustee in City, Town, or Village may Resign.*

A Public School Trustee can resign his position as one of the Board of Education, and if his resignation is accepted by the Board there will be a legal vacancy under sub-section 10 of section 7 of the School Act of 1879.

2. *Audit of Village School Accounts—Expense.*

The proper Auditors of the School accounts in Cities, Towns, and Villages are the Auditors required to be appointed under the Municipal Act, Sections 254 to 258.

Inasmuch as the School rates are required to be collected as other Municipal taxes by the Municipal Collector, without expense to the School Board, the auditing of so much of his collections as represent School rates, and which it is his duty to pay to the Village Treasurer, will come within the accounts required to be examined by the Auditors under Section 255 of the Municipal Act.

It is also competent for the School Board to employ the Village Treasurer, or to appoint their own Treasurer as they may think fit in their discretion.

3. *Municipal Clerk as School Treasurer—Security.*

The objection to the Clerk of the Municipal Council also acting as Treasurer for the School Board, inasmuch as he cannot himself be the custodian of his own bond of security, can be readily got over by a resolution of the Public School Board requiring his bond to be placed in the custody of the Treasurer of the Municipality.

The Clerk of the Municipal Council is not disqualified from acting also as Treasurer of the Board of Trustees. The custody of the bond by the Treasurer of the Municipality under the authority of the Public School Board will be as effectual as if the law were technically complied with.

4. *Town Incorporated as a City—Number of Wards Increased—New Board Election Necessary.*

The Minister has considered the questions arising from the new division of the city into six wards, in place of the four former wards. As it now appears that the division into six wards was made upon the town becoming incorporated as a city, it seems to him a clear case within Section 58 of the Public Schools Act, which provides that on the incorporation of any city, and the division thereof into wards, two fit and proper persons shall, at the first election of School Trustees, be elected School Trustees of every ward, etc. By carrying out the provisions of the 58th section and sub-section the Board's course would be strictly legal, as the necessary effect of the incorporation and division into six wards is to cause a vacancy in the tenure of office of the old members, and their resignation would be unnecessary.

5. *New Election of Board in a Town where Five Wards have been Formed Instead of Three as Formerly.*

Inasmuch as there has been altogether a new division into wards, the Minister considers that the proper legal effect of the creation of new wards in place of the old would be to cause a vacancy of all the members of the former Board, and therefore require a new election as provided by sub-section 2 of section 58. Of course their voluntary resignation would remove all question.

6. *City Inspector may Teach the County Model School and Perform other Duties.*

Questions were raised as to the right of a Board to appoint the City Inspector Principal of the Public School used as the County Model School.

The County Inspector and the County Board of Examiners are altogether responsible

for the conduct of this Public School, so far as concerns its use as the County Model School.

While section 226 of the Public Schools Act prohibits an Inspector being the Teacher or Trustee of any Public or High School while he holds the office of Inspector, this is of general application, but must be construed as limited to such cases where no special authority has been granted under which other duties may be prescribed for certain classes of Inspectors.

In approving of the arrangements made by the Board the Minister was governed by sub-section 40 of section 194 of the Public Schools Act which expressly provides that, in the case of a City or Town Inspector, it shall be his duty to perform such other duties as may be required of him by the Public School Board appointing him, or by the Minister of Education. This express authority having been exercised by your Board in the case of the City Inspector, withdraws him from the application of what otherwise might be the general effect of section 226. The question of the extent and nature of the additional duties to be discharged by your City Inspector depends entirely upon the judgment of the Public School Board, and all that the Minister has done is to explain the law which, in his opinion, governs this question, and the Minister has no power or duty to interfere in any matter such as this, which comes within the Statutory jurisdiction conferred upon the Public School Board.

This will apply to another objection urged, of your Board having appointed the City Inspector as drawing master in the Central School.

7. County and Town Inspectors' Salaries.

Under sub-section 3 of section 110 of Public Schools Act, it is plainly the duty of the County Treasurer to pay over to the Public School Board of any Town within the County such amount as may have been collected within such Town for the payment of the salary of the County Inspector, which the Minister construes to mean money collected for that object, and payable to the Public School Board of such Town where they have a Public School Inspector of their own.

The Town Board should also be entitled, upon general principles of law, to a refund of this amount from the County Treasurer, should they choose to employ a Public School Inspector of their own and not the County Inspector or the Inspector of the Electoral District in which the Town is situate.

8. School Age—Right of Admission.

The interpretation of the School Law has uniformly been that all persons between the ages of 5 and 21 have the right to attend some School, and in Cities, Towns, or Villages the School Boards are bound to provide adequate accommodation for all such, while in rural School Sections the extent of the accommodation required is two thirds of such number. It would follow that the Board has no discretion with reference to any age between 5 and 21.

The Public School Board of Toronto have expressly recognized this, and have passed a resolution favouring a change of the law to the minimum age of 6, and this also was the subject of a resolution passed at the last meeting of the Ontario Teachers' Association. But after considering these proposals the conclusion of the Government was that no case had been made out for any change in the law in this respect.

9. Discretion of Public School Board as to Maintaining 5th and 6th Classes.

A question has been raised as to whether the Public School Board of the City can compel the City Council to raise the requisite amount for paying the salaries of such teachers as the Board in their discretion may employ for the fifth and sixth classes in the Public Schools.

Under sub-section 9 of section 104 of the Public Schools Act, the Public School Board has full authority to determine the number, sites, kind, grade, and description of schools to be established and maintained in the City, and also with respect to teachers to

be employed and their duties, and the City Council is bound to provide such sums as may be required for these purposes.

If the Public School Board determine that fifth and sixth classes shall be maintained in the Public Schools of the city, then the City Council is liable for raising the necessary funds for this object. (See also page 44.)

The regulations of the Department as to the course of study cannot interfere with this jurisdiction, and must be taken as recommendatory.

The Collegiate Institute Board can only admit such pupils as have passed the entrance examination, and it is optional with their parents to send them up from the Public School to this examination or to continue them in the Public School, if the requisite classes are provided by the Public School Board.

10. *Model Schools for Cities and Towns.*

On referring to section 89 of the Public Schools Act, sub-section 7, it appears that a County Model School may be established by the County Council in any city or town separated under such agreement as may be made by the School Board of the city or town. This is only permissive, and in case the County Council has taken no such action and has made no such agreement with the School Board of the town, any Model School in a town cannot be considered to be a County Model School, and as such entitled to the statutory contribution from the county.

There is no provision by which the Public School Board of a town separated may establish a Model School for itself, although a city may by section 1 of the School Act of 1879.

VII. Public School Inspectors and Examiners.

1. *Inspector's Duty as to Proceedings of School Meeting—No Appeal to Minister.*

The Annual Meeting is competent to regulate its own proceedings as to adjourning the poll till one o'clock, and even if clearly irregular, if there was an election in substance and fact it should have been allowed to stand.

The Minister deprecates any exercise by Inspectors of their jurisdiction in setting aside any school meeting for anything which does not go the root of the matter.

He has also held that he has no power to revise the decision of any Inspector in either confirming or setting aside a school meeting, and that this is not a matter of appeal to him, as it lies altogether, under the Act, within the discretion of the Inspector. On these grounds the Minister cannot give any directions, and least of all assume himself any responsibility with respect to proceedings over which he has no legal jurisdiction.

2. *On Duty of Inspector as to Proceedings of an Annual Meeting.*

Public School Inspectors should be extremely cautious in setting aside elections, unless the legal grounds therefor are perfectly clear and the facts undoubted.

There is always more or less mischief and irritation caused by setting aside an election and holding another meeting, and when, as in this case, it was doubtful whether a poll was legally demanded or not, such demand should have appeared on the report of the proceedings of the meeting, as well as the names of the parties, and failing this, then a written protest; no evidence short of this, in my judgment, should have been accepted or acted upon. It is a safe rule for Inspectors never to set aside the proceedings of an annual meeting upon any technicality whatever.

3. *Time Allowed for Inspector to Decide Election Complaints.*

Twenty days is the period in which the County Inspector may receive complaints, but his decision need not necessarily be given within such time. The language used does

not imply a decision within that period, but merely gives him jurisdiction over any complaint made within twenty days.

4. *Special Duties of Inspector.*

The provision in the Public Schools Act as to an annual lecture by the Public School Inspector has never yet been the subject of regulation by the Education Department, and until this is done the Public School Inspector would not appear to be under any obligation in this respect.

A teacher who is in receipt of a superannuation allowance, being over sixty years of age, and who has resumed teaching, is not entitled to be paid his retiring allowance while so engaged. The Public School Inspector should report this circumstance to the Department.

5. *County Inspector—When Disqualified as Presiding Examiner.*

The only course which is open to him is to select the one position or the other on account of the apparent conflict with the rule which is to be invariably complied with, namely, that a County Inspector, if appointed a sub-examiner in connection with the Central Committee, cannot also preside at the local Intermediate Examination.

6. *No allowance for Sickness of a Candidate at an Examination.*

It would be quite inconsistent with our whole system of certificates to allow of any examination being considered as passed under an *ægrotat.*

VIII. Public School Teachers and their Certificates.

1. *Endorsement of Certificate—When necessary—Extensions.*

The effect of the Act of 1882 is not to make all Third Class Certificates, or extensions thereof, Provincial, but only to authorize School Boards and Trustees to employ a Third Class Public School Teacher whose certificate has been awarded, after having passed the Professional Examination at any County Model School, by any County Board of Examiners, instead of this right being confined to those holding such certificates gained in their own county.

The extension of any such Certificate granted in the past does not come within the authority of this Act, although when extensions are granted in the future, under the second section of the Act, they would be valid in any other county.

2. *Old First Class Certificates, if Cancelled, cannot be Revived.*

While the County Board had power to cancel a County First Class Certificate it cannot revive it, as the law does not appear to confer any such power upon them. The utmost that can be done would be to issue a temporary certificate, but upon the same conditions as would apply to any new application of that nature.

3. *Experience in Public or High School Essential.*

The present regulations, which require two years' teaching on a Second Class Certificate, are to be understood as applying to teaching in a High or Public School, and would not, therefore, include teaching in any college of a private nature.

4. *On Substitute Teachers, and Endorsing Certificates.*

It rests with the Trustees to permit of a substitute being engaged while a teacher is undergoing an examination or attending the Normal School. But if the Trustees refused unreasonably or capriciously, then the teacher would probably have an action of damages in the Division Court against them. The Minister has no power to endorse Third Class Certificates.

5. *Inspector's Right as to Endorsing Certificates—Action of the Minister.*

The school law and regulations place in the hands of the County Inspector the whole responsibility of either endorsing or refusing to endorse a certificate from another county ; and it is not intended that the Minister shall interfere with his discretion in a matter which is purely within the jurisdiction of the Inspector. The Minister can, however, ask him to report the grounds of his refusal to see whether they are reasonable or unreasonable.

6. *Failure at Examination Through Illness.*

As to the case of Mr. ———, where there has been a failure, it is impossible for the Minister to make any alteration in the conditions of any of the examinations, although he personally regrets that the candidate should have failed in reaching the requisite standard by so few marks, and that by the bad state of his health during the examination. The Minister has been obliged reluctantly to come to this conclusion in all similar cases, the judgment of the Central Committee on the papers having been reported.

7. *Inspector's Power to Suspend an Old County Board Certificate.*

The Inspector has full power to suspend any certificate under sub-section 26 of section 194. Where the certificate is a provincial one, then the suspension is to be reported to the Minister ; but in case of all other certificates—which would include those granted by the County Board, and continued valid by the Act of 1871—they will come within the class which are to be reported, in case of suspension, to the County Board of Examiners.

8. *On the Propagation of Infidel Opinions by Teachers.*

Our whole school system, as well as the whole political and social fabric of the Province, rests upon Christianity as its recognized basis. It consequently follows that where it is satisfactorily proved in any given case that a teacher not only holds infidel views but expresses them, this would be a sufficient cause for withdrawing his certificate.

In the case of a Third Class Certificate, upon satisfactory proof, the Inspector would be authorized to suspend the same and the County Board to withdraw it entirely.

As to Provincial Certificates, the case is to be reported by the Public School Inspector and decided by the Minister.

The Public School Inspector has authority to suspend as to all classes of certificates.

9. *Breach of Discipline—Board to Deal with such Cases Finally.*

The Board is altogether competent to deal with a case of discipline, and the Minister is not called upon to interfere.

10. *Discipline—Objectionable Punishments.*

The regulations, to be found in the Compendium at p. 178, define the powers of the teacher and Trustees in any matter of School discipline, and the mode of exercising the same will be found at p. 247, while it points to corporal punishment as one of the means, it must be qualified by a regard to all the circumstances, and should not be the result of hasty or passionate action ; moreover, no punishment should be of a degrading character, and generally, it should be suited to the nature of the offence.

Regulation 4, at p. 178, prescribes the case in which a teacher has power to suspend. Suspension at any time, by any teacher, is subject to appeal to the Trustees, who have full power to remove the suspension, and in any case to review the action of any teacher in matters of school discipline.

11. *Reading for Higher Classes—Discretion as to Books.*

As to "critical reading for selected standard English works," for 5th and 6th classes, it is quite open to the Trustees and the teacher to exercise their judgment upon the subject matter which they may think desirable in promoting improved tastes and modes of reading.

12. *Teacher to be Promptly Paid.*

Where there is difficulty in a teacher collecting money by order on the Municipal Treasurer, the Trustees should themselves obtain it from the Treasurer and pay it over without delay. The teacher can insist on their doing so, and refuse to accept their order on the Municipal Treasurer, in such a case.

13. *Shortened Vacation—Notice by Trustees.*

Notice given by the Trustees to the teacher that the school was to be opened in four weeks from the closing, was not such a proceeding of the Trustees as comes within section 1 of the Schools Act of 1880.

Any such action on the part of the Trustees to be effective must have taken place before the beginning of the summer vacation, at such a time that the teachers, parents, and pupils would have reasonable notice before the vacation begins.

IX. Separate School Questions.

1. *Share of Rates on Incorporated Companies for Separate School purposes.*

The question put is one of some difficulty ; how far the proprietory interest of supporters of Roman Catholic Separate Schools in incorporated companies can be made available, so as to be subject to a school rate for the support of the Separate Schools, as the ordinary real, or personal property of such supporter plainly is in Ontario. A change was however made by the Act of 1880, 43 Vic., chap. 27, section 8, by which the definition of personal estate in section 2, sub-section 8 of the Revised Statutes, chap. 180, was amended, under which the dividends on shares, or stocks, of incorporated companies became the personal property of the proprietor, and assessable against the individual proprietor to the amount of any dividend, in the case of a Separate School supporter, and so subject to the Separate School rate, as his other personal property is.

2. *Separate School Supporters in Village—How ascertained—Street Railway Company.*

The Trustees of the R.C. Separate School of a Township, have submitted for my decision under sub-section 3 of section 6 of the Revised Statutes, chap 203, two questions which have arisen between them and the Municipality, the first being as to their right to all school taxes levied from R.C. ratepayers as shown upon the Assessment Roll, and secondly, the taxes of one of the proprietors of the Toronto Street Railway Company. I understand there is no dispute as to the amount but as to the application of the Law. I have therefore to state that section 78 of the Public Schools Act, sub-section 7 *a*, makes it clear that the Municipality is bound to ascertain, at the request of the Separate School Board, their supporters within the Municipality, and to collect and pay over the taxes payable from such. It is also the duty of the Assessor, under section 26, sub-section 3 of the School Act of 1879, to place the names of all such supporters in the proper column of the Assessment Roll without any list or other directions on the part of the R.C. Separate School Trustees being necessary. Under the amendment made to the Assessment Act by section 1, sub-section 2, and section 8 of chap. 27, 43 Vic. (Ontario), the stock or shares of the proprietor mentioned in this Railway Company became, for the first time in 1880, assessable against him individually, and as a Separate School supporter resident in the municipality, the school taxes upon any Income derived from this would be payable to the R.C. Separate School Trustees.

3. *On Refund of Taxes Illegally Collected.*

Separate School supporters, ever since the Roman Catholic Separate School Act of 1863, have been legally exempt from all school rates for Public School purposes, and would be entitled, in strict law, to a return of rates paid in previous years, for at least six

years, as having been paid under a mistake of law, and therefore recognized by the legal decisions upon the subject as money paid under pressure, and therefore recoverable.

4. *Only one School Tax in the Year—Landlord and Tenant.*

There is a practical difficulty in the way of Separate School Trustees making a second requisition upon the Municipal Council for collecting any deficiency—the only course is to add it to the amount required for next year.

The 10th section of the School Act of 1881 clearly declares the application of taxes when the landlord is called upon to pay in default of the tenant. The option in such a case is with him to apply the taxes to either Public or Separate School purposes.

5. *Claim to Refund of Illegal Taxes Should be Made Within Six Years.*

The following is the decision on the reference between the Trustees of the Roman Catholic Separate School Section No. 2, of the Township of Hullett, and the Municipal Council of the said township, by indenture dated the 22nd day of December, 1881 ; the dispute between these two corporations having reference to the sum of $300 money assessed, levied and collected from the supporters of such Separate School under the County School rate, during the period of twenty years, from 1859 to 1878, both inclusive.

While the Township Council admits this, yet they are in doubt as to whether it would be lawful to refund such sum to the school corporation, inasmuch as it was not paid under protest by any of the supporters of such Separate School, and they therefore mutually agreed to leave this question to the determination of the Minister, under the provisions of section 44, chapter 206, of the Revised Statutes of Ontario, subject nevertheless to an appeal to the Lieutenant-Governor in Council, as also provided by the said section.

Having considered the question in dispute, the Minister is of opinion that the moneys so paid were paid under such mistake as to be recoverable back by the School Corporation from the Trustees in an action for money had and received, but that the usual period prescribed by the Statute of Limitation would preclude the School Corporation from recovering, except for such amounts as were paid within six years from the commencement of any such action. The undersigned accordingly finds and determines that so much of the said sum of $300 as was paid by the School Corporation and received by the Township Council within the period of six years up to and prior to the 22nd day of December, 1881, is legally and justly due and should be paid by the Township Corporation to the School Corporation, and that as to the residue of the said sum of $300 the Township Corporation is to be taken and considered as fully discharged from any legal or other liability to the said Separate School Corporation in respect of such residue.

6. *Municipality Not Liable to Separate School Trustees for Uncollected Rates except such as are on Real Property.*

For the first time, under the provisions of section 26 of the School Act of 1879, the provisions of sub-section 16, *a*, *b*, *c* and *d* of section 102 of the Public Schools Act were made applicable to the Separate Schools, and if the collector appointed by the Trustees is unable to collect any school rate charged on land liable therefor by reason of no person being resident, or no goods thereon, the Trustees may make a return to the clerk, who shall make a return to his Treasurer of such lands and arrears thereon, which are to be collected as arrears of other taxes.

Under sub-sections 5, 6, 7, and 7*a* of section 78, and by section 11 of the School Act of 1879, all the Trustees' powers and duties are to be discharged by the Municipal Councils through their own officials, and it is for them to arrange for the collection of arrears of school taxes as in other cases.

The liability of the Municipal Council is defined by sub-section 16*d* of section 102, as follows: "Shall make up the deficiency arising from uncollected rates on land liable to assessment, out of the general funds of the municipality." Applying the proper legal

rule of construction, inasmuch as this liability is expressly confined to uncollected rates on land liable to assessment, it would extend the Act beyond the language used in it if it were construed to apply to any portion of school taxes assessed against personalty.

It is the opinion of the Minister that it is only in respect of school rates assessed upon real estate that this section of the Public School Act applies, and if so, the Separate School taxes would be in the like position.

7. *Protestant Separate School Supporter may Withdraw His Support—Court of Revision.*

A supporter of the Protestant Separate School would appear to have power to withdraw at any time, under section 9 of chapter 206 of the Revised Statutes; but in order to be exempt from the payment of school rates therefor, it would be necessary that his name should be transferred by the Court of Revision from the Separate School column to that of the Public School before the Assessment Roll is finally revised.

8. *On Withdrawal of Supporter from Separate School.*

It is necessary for him to notify in writing the Assessor of his having withdrawn as a Separate School supporter, and in the event of his being put upon the Assessment Roll to appeal to the Court of Revision, otherwise if left upon the roll he cannot escape the payment of Separate School rates.

9. *Separate Schools and Assessment Roll.*

In the Assessment Act, Revised Statutes, chapter 180, section 12, the Assessor is directed to prepare his Assessment Roll, which shall contain in separate columns certain particulars, column 7 being the school section of the person assessable, and whether a Public or Separate School supporter, and column 27 being the religion.

By the 88th section, the Clerk is required to make out the Collector's Roll, which shall contain the columns thereby provided, and the special rates (amongst others) for school purposes, which are to be calculated separately and placed under the respective columns as "Public School rate," "Separate School rate," etc.

While under section 78 of the Public Schools Act, it is optional with the Separate School Trustees to take advantage of the provisions of that section, and if so, are directed to give a notice to that effect, it would not appear to be a requisite condition before the Assessor and the Clerk of the municipality are respectively called upon to carry out the clear instructions appearing in the Assessment Act, but they would be excused from being charged with any neglect of duty if the trustees failed to give the notice provided by the Act.

Should the Assessment Roll, however, be prepared in accordance with the provisions of section 78, it would be perfectly valid, notwithstanding that no notice had been given on the part of the Separate School Trustees.

In default of this machinery being resorted to, then section 31 of the Separate Schools Act must be complied with before a legal list of Roman Catholic Separate School supporters can be said to govern, should any question arise as to the destination of the school rates of such supporters.

10. *Protestant and Roman Catholic Separate Schools to Share in Public Grants to Schools.*

The Municipal Council of the Township of Puslinch, having legal authority to appropriate surplus funds to the school sections in such municipality, such an appropriation would include a Protestant Separate School as well as other School Corporations.

11. *Inspectors of Separate Schools in Cities, Towns, and Villages.*

Since the Separate Schools Act has been placed amongst the Revised Statutes, it would appear that the authority formerly conferred by section 7 of the Act of 1863, and which conferred upon Trustees all the powers in respect of Separate Schools which the Trustees of Common Schools had under the provisions of the then Act relating to

Common Schools, has been changed to provisions of the Public Schools Act, which would mean the Revised Statutes, chapter 204.

The Local Superintendents of the Public Schools were discontinued by the Act of 1871, when Inspectors were appointed instead, whose duties would comprise those formerly discharged by the Local Superintendents.

The Minister's conclusion would, therefore, be that the Roman Catholic Separate School Boards of Cities, Towns, and Villages have the right to appoint a Local Inspector for their schools, and that this power has not been taken away or interfered with by the appointment of a Provincial Inspector for Roman Catholic Separate Schools whose functions would be similar to those of the High School Inspectors.

X. High School Questions.

1. *On Discontinuance of a High School District.*

The law gives the County Council full power to decide upon the discontinuance of any High School within the County with the concurrence of the Governor in Council, and the Council is responsible for considering all such grounds as may be urged.

2. *On a Town School becoming a County School.*

By section 23, High Schools Act, the county and a town separated may voluntarily form a union for High School purposes, so as to make the High School a County School.

When a town becomes separated from a county, it becomes for educational purposes a county, and thus takes upon itself the obligations of a county with respect to High Schools.

It is only by voluntary agreement under section 23 of the High Schools Act, that the High School of a town separated can become as well the High School of the county.

3. *Local Aid to High Schools—The Statutory Requirement to be Observed as to Amount.*

The Minister has no discretion to permit any less sum being raised from the local Municipality than the equivalent at least to the Legislative Grant. Should the amount be in excess of the requirements of the school, this may be a consideration for diminishing the Legislative Grant, when the Municipal Grant could be lessened *pro tanto*, but not for the reverse of this proposition.

Any debenture debt for school accommodation is quite distinct from the amounts required for annual maintenance.

The tuition fees cannot be taken into consideration at all with respect to the municipal equivalent.

4. *Collegiate Institutes Entitled to Local Grant.*

The 30th section of the High Schools Act, Revised Statutes, chapter 205, was re-enacted by the School Act of 1879, and the terms made clear and explicit.

There can be no misapprehension now as to the liability of counties and local municipalities for each respectively raising an equivalent to the Government grant, which includes in the case of Collegiate Institutes the $750 special grant as well.

5. *Entrance Examination—Position of Assistant Master.*

The Head Master of the High School is the only one of the High School masters who has any statutory duty to fulfil in these examinations.

The Board, of course, has the usual authority to make such internal arrangements as to management, either during the Entrance or otherwise, as they may think proper, with reference to the time or mode of employment of their teachers until the period of the statutory holidays, but, at other times all High School masters, other than the Head

Master, are at perfect liberty, when requested to act as such substitutes to decline, and it is no part of their duty under their agreement with their High School Board to undertake any duty, and still less one without remuneration, in the actual conduct of the Entrance Examination itself.

6. *Option to Omit Certain Subjects—How Allowed.*

The High School Board would be competent to exercise its discretion with respect to the case of any boy on whose behalf a parent might desire, for reasons assigned, to be exempted from any obligatory subject under the General Regulations.

A Headmaster has no power to dispense with the attendance of any pupil at drill or other instruction unless authorized in each case by the Board.

7. *Pupil may take Upper School Subjects before passing the Intermediate Examination.*

Under regulation 21 of the late Council of Public Instruction, to be found in chapter 5 of the Compendium at page 207, it would appear that the pupils may be advanced from one division or class to another with reference to attainments, without regard to time, according to the judgment of the Head Masters, but subject to the regulations for the Intermediate Examination.

On referring to this at page 210 it would appear that passing the Intermediate is necessary to constitute a pupil of the Upper School.

The Minister, therefore, thinks there is no objection to any candidate taking any part of the Upper School course, if deemed fit by the master, but he cannot be counted otherwise than as within the Lower School until the Intermediate has been passed.

8. *Authority of Head Master.*

At page 203 of the Compendium it is stated that the powers and duties of High School Masters are to be governed as far as possible by the regulations in reference to Public Schools to be found at page 177 of the Compendium (chap. 11).

The conclusion of the Minister of Education is that the Head Master of a High School or the Principal of a Collegiate Institute occupies relatively to his Assistant Master the same position as the master of a Public School occupies towards his assistants.

Having regard to the position and duties of a master of a Public School and the Principal or Head Master of a High School, it is clear that with him rests the entire responsibility for the control, management, and discipline by the different teachers of their respective classes, and also as to the performance by each teacher of his particular duty.

The Minister considers that it would be injurious to the best interests of Public and High Schools alike if the authority and responsibility of the Master or Principal were not complete. Each Assistant Master should be responsible to him for the proper and due performance of his duties as such. It is provided in sub-section 2 of regulation 3, page 178 of the Compendium, that it is the Head Master, with the assent of the Trustees who is to prescribe the duties of the several teachers in his school, and is expressly declared to be responsible for the control and management of the classes under their charge. It would not be possible to give effect to this principle of the regulations unless this view of the Head Mater's authority were everywhere recognized in Public and High Schools alike.

9. *On Qualification of a High School Trustee as to Residence.*

Under section 18, the County Council can appoint three Trustees, and under sub-section 2, the Council of the town or village in which the High School is situate can also appoint two. Under section 20, the Councils of the county and of the town and village can respectively appoint one Trustee to fill annual vacancies within their respective jurisdictions. Under section 25, an occasional vacancy, arising from death, resignation, removal from municipality or otherwise, would be filled up by the County Council or other municipality as the case may be.

It would appear, therefore, that in the case of the Trustee appointed by the county, he must be a resident within the county, and when the appointment is by a Town or Village Council, then he must be a resident of the town or village; the condition as to residence being regulated by the extent of the jurisdiction possessed by the County, Town and Village Councils respectively.

Where an incorporated village and a portion of the adjoining township have formed themselves into a High School District, under the provisions of section 32 of the School Act of 1879, the Council of the village have the power of appointing three Trustees of the High School, and such Trustees need not necessarily be residents of the village, if they reside within the High School District thus formed or proposed.

10. *On Board of Education—Qualifications—Members have equal Powers.*

Under section 33 of the School Act of 1879, the powers and duties of a Board of Education are defined so that the High and Public School Trustees constitute together one Board, with full powers in respect to both Public and High School matters. Those who are Public School Trustees must possess the qualification required for such, while those who are High School Trustees are governed by such qualifications as the High School Law requires. Section 18 of the High Schools Act authorizes the County Council to appoint such persons as Trustees of the High School as they may think fit and proper, and they are not restricted in this by any special place of residence within the county.

The powers of the Trustees appointed by the County Council are, like those of all the other Trustees, co-extensive with the duties of the Board, namely, for both Public and High School matters, without any separation.

11. *Appointment of High School Trustee in December void.*

A Council was under a legal mistake in filling vacancies at their meeting in December instead of January, and such proceedings are, therefore, legally void although the appointment was in fact made.

Any Trustee *de facto* can act as a legal Trustee so long as he is not disturbed by legal process.

6. *CONFIRMATION OF BY-LAWS.*—The following is a list of the By-laws confirmed during 1882.

Municipality Passing the By-law.	Date of Application to Confirm.	School Corporations Affected.	Other Municipalities Concerned.	How Disposed of.
Township of Erin	November, 1881	School Section 3, Erin.	Caledon	Confirmed 3rd April.
" Luther W. (Council)	2nd March, 1882	All union and other Sections.	None	By-law No. 10, confirmed 3rd April.
" "	February, 1882	School Section 3, Luther West.	None	By-law No. 16, confirmed 3rd April.
" "	February, 1882	" 5 "	None	By-law No. 17, confirmed 3rd April.
" "	February, 1882	" 6 "	None	By-law No. 18, confirmed 3rd April.
" "	February, 1882	" 8 "	None	By-law No. 19, confirmed 3rd April.
" "	February, 1882	" 10 "	None	By-law No. 20, confirmed 3rd April.
" Luther E. (Council).	11th February, 1882	Union School Section 3, Luther East and Garafraxa East.	Garafraxa East	By-law No. 19, confirmed 3rd April.
" Garafraxa East	27th February, 1882	Union School Section 3, Luther East and Garafraxa East.	Luther East	By-law No. 12, confirmed 3rd April.
" Luther W. (Council)	15th February, 1882	Union School Section 10, Luther West and Proton.	Proton	By-law No. 27, confirmed 3rd April.
" Proton (Council)	14th March, 1882	Union School Section 10, Luther West and Proton.	Luther West	By-law No. 236, confirmed 3rd April.
" Arthur (Council)	February, 1882	Union School Section 9, Arthur, Luther West and Proton.	Luther West and Proton	By-law No. 111, confirmed 3rd April.
" Luther W. (Council)	15th February, 1882	Union School Section 9, Arthur, Luther West and Proton.	Arthur and Proton	By-law No. 33, confirmed 3rd April.
" Proton (Council)	March, 1882	Union School Section 9, Arthur, Luther West and Proton.	Arthur and Luther West	Confirmed 3rd April.
" Luther E. (Council).	11th February, 1882	Union School Section 11, Luther East and West.	Luther West	By-law No. 20, confirmed 3rd April.
" " (Supplementary).	11th February, 1882	Union School Section 11, Luther East and West.	Luther West	By-law No. 35, confirmed 3rd April.

CONFIRMATION OF BY-LAWS.—Continued.

Municipality Passing the By-Law.	Date of Application to Confirm.	School Corporations Affected.	Other Municipalities Concerned.	How Disposed of.
Township of Luther W. (Council)	15th February, 1882....	Union School Section 11, Luther East and West.	Luther East.....	By-law No. 30, confirmed 3rd April.
" Luther East	11th February, 1882....	Union School Section 2, Luther East and West.	Luther West and East Garafraxa	By-law No. 21, confirmed 3rd April.
" Luther East	11th February, 1882....	Union School Section 2, Luther East and West.	Luther West and East Garafraxa	By-law No. 36, confirmed 3rd April.
" Luther West	....	Union School Section 2, Luther East and West.	Luther West and East Garafraxa	By-law No. 28, confirmed 3rd April.
" Arthur (Council)...	February, 1882	Union School Section 4, Arthur and Luther West.	Luther West	By-law No. 108, confirmed 3rd April.
" Luther W. (Council)	February, 1882	Union School Section 4, Arthur and Luther West.	Arthur.....	By-law No. 31, confirmed 3rd April.
" Arthur (Council)...	February, 1882	Union School Section 12, Arthur and Luther West.	Luther West	By-law No. 109, confirmed 3rd April.
" Luther W. (Council)	15th February, 1882....	Union School Section 12, Arthur and Luther West.	Arthur.....	By-law No. 32, confirmed 3rd April.
" Arthur (Council)...	15th February, 1882....	Union School Section 7, Arthur and Luther West.	Luther West	By-law No. 110, confirmed 3rd April.
" Luther W. (Council)	15th February, 1882....	Union School Section 7, Arthur and Luther West.	Arthur.....	By-law No. 29, confirmed 3rd April.
" Luther West	15th February, 1882....	Union School Section, Arthur Village and Luther West.	Arthur Village	By-law No. 35, confirmed 3rd April.
Arthur Village.....	February, 1882	Union School Section, Arthur Village and Luther West.	Luther West	By-law No. 75, confirmed 3rd April.
Township of Reach	22nd April, 1882	School Sections 7 and 8, Reach.	Port Perry	Confirmed 9th June.
" Crosby North	April, 1882	School Sections 11 and 12, Crosby North.	None.....	By-law No. 247, confirmed 28th July.
" Wilmot....	25th September, 1882 ..	School Sections 16 and 17, Wilmot.	None.....	Confirmed 26th October.

Case.	Charge.	Commissioner.	Date of Issue.	How Disposed of.
Intermediate and other Departmental Examinations at Owen Sound.	Improper and fraudulent practices at examinations during the years 1878 to 1881.	J. George Hodgins, LL.D., Deputy Minister of Education.	1st November, 1881 ...	Irregular practices proved—arising from negligence and want of vigilance at examination.
Inspector Curry	1. Refusing to investigate charges against teacher, and 2. When investigation was held it was not impartial.	James H. Knight, School Inspector, East Victoria.	7th March, 1882	Charges not sustained.
J. W. Watson	1. Cruelty to pupils. 2. Neglecting to teach pupils. 3. Sending pupils home for being late. 4. Improper language. 5. Want of qualification. 6. Partiality towards trustees' children.	do	do	do
William A. Batchelor	Using improper language while instructing the scholars of his school (No. 21, Township of London).	J. George Hodgins, LL.D., Deputy Minister of Education.	23rd May, 1882	The evidence establishes the fact that the improper language complained of was used.

8.—*FINANCIAL AND BUSINESS TRANSACTIONS, NATURE AND EXTENT.*

The following Table shows the volume of business done in the Department during the years 1879 to 1882 inclusive:

(a) Moneys Received by the Department.

Year.	Receipts.					Expenditure.
	Depository Receipts.	Model School Receipts.	Superannuated Teachers' Fund.	Miscellaneous Receipts.	Total Receipts by the Department.	Total Expenditure, per Public Accounts.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1879	23,357 00	7,798 00	16,304 00	503 00	47,962 00	527,097 00
1880	18,710 00	9,122 00	15,816 00	636 00	44,284 00	505,184 00
1881	3,320 00	11,523 00	14,198 00	2,410 00	31,451 00	502,824 00
1882	1,959 16	13,783 50	13,501 08	809 12	30,052 86	511,268 48

(b) Education Department Correspondence.

Year.	High and Public Schools.	Depository.	Superannuation Fund.	Normal and Model Schools.	Mechanics' Institutes.	Art School.	Total Letters Received.	Total Letters Despatched.
1879	7,518	8,916	1,520	2,961	.....	.....	20,915	29,039
1880	6,921	9,810	1,589	2,363	.....	.....	20,683	33,597*
1881	7,345	3,152	1,605	2,025	962	.....	15,089†	25,502
1882	9,692	658	1,780	2,417	644	357	15,548†	17,137

(c) Documents, Forms, etc., annually despatched.

Trustees' Blank Half-yearly Reports	14,000
" " Annual "	5,000
Public School Financial Statements	750
Inspectors' Summary Reports	70
" Township "	500
High School Inspectors' "	420
" Annual "	105
" Financial "	105
" Half-yearly "	500
Roman Catholic Separate School Half-yearly Report	800
" " Annual	200
Minister's Annual Report	2,000
Examination Papers, Regulations, etc.	195,500
Various forms	10,000
Circulars, about	70,000
Total	299,950

* Circulars, etc., were included up to 1880 in the total number of letters despatched, but since that date they are not so included.

† In addition to 15,548 Letters received there were about 4,000 Reports and Returns.

Division II.

PROVINCIAL NORMAL AND MODEL SCHOOLS.

I. The Toronto Normal School.

1. Staff of the Toronto Normal School, 1882.

H. W. Davies, D.D.	Principal.
Thomas Kirkland	Science Master.
James Carlyle, M.D.	Mathematical Master.
Samuel Clare	Writing Master, and in Model School.
Wm. Armstrong, C.E.	Drawing " " "
H. F. Sefton, and for part of year, S. H. Preston	Music " " "
D. C. Bell, and for part of year, Richard Lewis	Elocution "
C. R. Dearnaly	Gymnastic " " "

2. Students in the Toronto Normal School, 1882.

	Admitted.		Certificates Granted.	
	Male.	Female.	Male.	Female.
First Session from 5th January to 28th March	46	50	35	42 *
Second Session from 11th April to 27th June	34	40	21	26
Total	80	90	56	68

* This table includes only those who were in actual attendance during 1882.

The Toronto Normal School.

COUNTIES OF 2ND CLASS STUDENTS ATTENDING, 1882.

| | | |

RELIGIOUS PERSUASIONS OF STUDENTS.

	Church of England.		Roman Catholic.		Presbyterian.		Methodist.		Baptist.		Congregational.		Other Persuasions.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
For the year 1882	9	19	3	2	27	29	31	27	4	4	2	3	4	6

II. The Ottawa Normal School.

1. Staff of the Ottawa Normal School, 1882.

J. A. MacCabe, M.A.	Principal.
Geo. Baptie	Science Master.
Wm. Scott, B.A.	Mathematical Master.
Daniel Sawyer	Writing Master, and in Model School.
E. A. Dickenson	Drawing " " "
W. G. Workman	Music " " "
D. C. Bell	Elocution " " "
E. B. Cope	Gymnastic " " "

2. Students in the Ottawa Normal School, 1882.

	Certificates Granted.		Admitted.	
	Male.	Female.	Male.	Female.
First Session, from 5th January to 28th March	35	20	24	13
Second do do 11th April to 27th June	20	15	18	4
Total	55	35	42	17

ATTENDANCE OF STUDENTS BY COUNTIES THE OTTAWA NORMAL SCHOOL.

		(Glengarry.	Stormont.	Dundas.	Prescott.	Russell.	Carleton.	Grenville.	Leeds.	Lanark.	Renfrew.	Frontenac.	Lennox and Addington.	Prince Edward.	Hastings.	Northumberland.	Durham.	Peter-borough.	Victoria.	Ontario.	York.	Peel.
For the year 1882	Male.	2	...	...	...	...	6	...	1	3	2	...	...	2	2	3	1	1	...	2	1	...
	Female.	...	...	...	...	...	2	...	...	1	2	...	...	...	...	1	...	...	1	5	1	1
For the year 1883	Male.	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...
	Female.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1

The Ottawa Normal School.

| | | |

III. The Model School, Toronto.

1. *Staff of the Toronto Model School*, 1882.

Charles Clarkson, B.A	Head Master,	Boys' Model School.
Jno. L. Davison, B.A	First Assistant,	" "
S. M. Dorland	Second "	" "
P. N. Davey	Third "	" "
M. Cullen	Head Mistress,	Girls' Model School.
K. F. Hagarty	First Assistant,	" "
M. E. Hunt	Second "	" "
J. Meneilley	Third "	" "

2. *Number of Pupils in 1882.*

Boys, 197 ..... Girls, 189 ..... Total, 386.

IV. The Model School, Ottawa.

1. *Staff of the Ottawa Model School*, 1882.

Edwin D. Parlow	Head Master,	Boys' Model School.
David McArdle	First Assistant,	" "
Samuel W. McCready	Second "	" "
Adeline Shenick	Head Mistress,	Girls' Model School.
Maggie Cusack	First Assistant,	" "
Mary G. Joyce	Second "	" "
Annie MacLardy	Third "	" "

2. *Number of Pupils in 1882.*

Boys, 201 ..... Girls, 212 ..... Total, 413.

V.—Directions as to Nature and Extent of Instruction in the Normal and Model Schools.

By Dr. McLellan, Director.

1. As there are but a few applications from candidates for first-class professional training, it will not be necessary to make provision for such training during the current session. The consideration of a detailed course for such professional work may, therefore, be postponed for the present.

Staff and Distribution of Work.

The staff to remain unchanged, except that Mr. R. Lewis be employed to train the students in the best practical method of teaching reading, and that Mr. S. H. Preston be placed in charge of the department of music, in the Toronto Normal and Model Schools.

(*a*) *Principal.*

Psychology—and general principles of education, school organization and discipline, moral culture.

English Language and Literature.—Under this head it is recommended:

(1) That for the purpose of improving the students' knowledge of formal grammar, and of the best methods of teaching it, some suitable book, *e.g.*, "Whitney's Essentials of English Grammar," be made the ground work of instruction in this department.

(2) That some work, such as a play of Shakespeare, be studied, not so much for the purpose of dealing with knotty points in analysis, parsing, etymology, figures of speech, as for the purpose of putting the students in possession of the poet's thought, awakening a genuine taste and love for his poetry, and thus opening up their way to a higher knowledge and culture.

(3) That specific instruction shall be given in the most approved methods of educating the power of expression in young children, by means of "oral and written language lessons," as prescribed in the programme of Public School studies. "Whitney's Elementary Lessons in English" might be taken as the basis of such instruction.

(*Note.*) In case of a special lecturer in Psychology being hereafter appointed, the Principal may be relieved of this portion of the work.

(*b*) *Science Master.*

Chemistry—Theoretical and practical.

A course in elementary physics.

The principal object of the science master, in the instructions he gives in the above subjects, shall be to place on a proper foundation the knowledge obtained in preparing for the non-professional examinations, and to qualify students to give instruction in the subjects in which they have already been examined.

(*c*) *Mathematical Master*

Physiology and Hygiene—Including lessons on temperance.

Geometry.

Arithmetic.

History and Geography.

(*d*) *Drawing.*

The drawing master to make the students thoroughly familiar with the course in this department, as laid down in Walter Smith's "Teacher's Manual for Freehand Drawing, in Elementary Schools," and "Teacher's Manual for Freehand Drawing in Intermediate Schools."

(*e*) *Employment of Instructors in Sewing for the Female Teachers Teachers in both Normal Schools.*

Left for further consideration.

(*f*) *Course of Observation and Practice in Model Schools.*

(1) In accordance with the general instructions given in the "Compendium," pp. 189, *et seq.*, every Model School master in teaching a subject shall, as far as possible, make his lesson a model lesson in that subject, giving its divisions and sub-divisions, in logical arrangement, so that the student-teacher may learn both how to prepare the subject matter of such lesson, and how to present it to a class.

(2) The Normal School master in charge of any subject, whether a regular or a special master, shall give detailed instruction in the most approved methods of teaching that subject.

(3) He shall also, from time to time, practically exemplify his methods by actually teaching a class (10 or 12 pupils) from the Model School.

(4) Teachers-in-training shall observe, under the supervision and direction of the Normal School masters, the methods of teaching followed by the Model School teachers, the results of their observations to form the ground-work of criticisms and instructions by the Normal School masters, and by the Model School teachers, if desirable.

(5) The teachers-in-training shall practise the methods which they have seen illustrated, (and in which they have received instruction) (*a*) by using their fellow-students as a class; (*b*) by using a class of pupils (10 or 12) from the Model School.

(6) The foregoing (1, 2, 3, 4, 5,) having been attended to, the Normal School students shall have actual practice in teaching classes or sections, in the Model School,

during the last (say) eight weeks of the session, each student having at least one (two if possible) practices per week during this period.

Such practices shall be had under the direct supervision of the Normal or the Model School teachers.

(*Note.*) It is believed that if the foregoing instructions be in the main carried out, the disturbance of the regular work of the Model Schools, resulting from the "practice" of the students, will be reduced to a minimum, and will interfere in no appreciable degree with the real efficiency of these schools.

(*g*) *Course of Study in Model Schools.*

(1) The designation of the "classes" in the Model School shall be harmonized with that of the classes in the Public Schools.

(2) The course of study shall be re-arranged to correspond with the Public School course, the entrance (High School) and the intermediate examinations being kept in view as standards of attainment.

(3) The course of instruction in drawing and music to be systematic. In drawing, W. Smith's "Primary Manual" to be followed for the lower classes, and his "Intermediate" for the higher classes.

(4) A systematic series of object lessons, form, colour, etc., shall be arranged for the primary classes, with instructions as to methods of teaching.

(5) These changes shall be made by the Normal School masters, in conjunction with the Model School teachers.

VI.—Expenditure, 1881, 1882.

Normal and Model Schools, Toronto :—

	1881.		1882.
Salaries	$19,300 00	....	$19,858 34
Expenses	3,424 55	....	4,634 04
	$22,724 55		$24,492 38

Normal and Model Schools, Ottawa :—

	1881.		1882.
Salaries	$15,119 98	....	$16,023 00
Expenses	3,963 90	....	4,388 98
	$19,083 88		$20,411 98

Receipts from Fees of Model School Pupils :—

Toronto, at $2.00 per month	$7,755 00
Ottawa, at $1.50 "	6,028 50
	$13,783 50

Division III.

COUNTY MODEL SCHOOLS.

Report of Messrs. G. W. Ross and J. J. Tilley, Inspectors.

The undersigned have the honour to submit the following Report on County Model Schools for the year 1882 :—

I.—Statistics.

Schools and Students.

Number of Model Schools in operation during the year	46
Decrease since last year	4
Total number of Student Teachers	882
Number of males	367
Number of females	515
Total increase over last year	293
Number who withdrew during the term	15
Number rejected by Boards of Examiners	30
Number who received certificates	837
Increase over last year	287

Lectures and Instruction.

Average number of lectures delivered by Principal in each school for education	34
Average number of lectures delivered by Principal in each school on School Law	8
Average number of lectures delivered by Principal in each school on hygiene	10
Average number of lessons in reading	23
Average number of lessons in mental arithmetic	24
Average number of lessons taught by each student	34

Music and Drill.—Besides the subjects presented by the Regulations, music and drill were taught in the following schools : Brantford, Clinton, Hamilton, London, and Stratford. Music alone was taught at Owen Sound, and drill alone at Brampton, Caledonia, Forest, Goderich, Port Perry, Sarnia, Strathroy, St. Catharines, Walkerton, and Woodstock.

For full details regarding each Model School see Schedule A.

Six Years' Work.—The following comparative statement shews the attendance and the number rejected at the County Model Schools since 1877 :—

	1877	1878	1879	1880	1881	1882	Total.
Number of Students in attendance	1,237	1,391	1,295	1,413	589	882	6,807
Number of Students rejected by Co. Boards	22	52	78	96	39	30	317

Schools Closed.—The following schools were closed during the year, viz. : Belleville, Brockville, Lindsay, and New Edinburgh. The reasons given for closing were, so far as we could learn, dissatisfaction of trustees, and, in one case, neglect or refusal of county council to make an apportionment.

Requirements of the Regulations.—In thirty-nine schools the Principal held a First Class Provincial Certificate. The additional room required by the Regulations was pro-

vided in thirty-nine schools. In the case of four schools temporary accommodation had to be provided by the trustees for Model School purposes. Thirty-four schools complied with the Regulations requiring at least three assistants to hold Second Class Provincial Certificates. In six schools the Principals were relieved from all Public School work during the Model School term, while in twenty-four schools the greater portion of the Principal's work, such as lecturing and criticising, was done outside the regular school hours.

For full details see Schedule B.

II.—Organization of Model Schools.

Position of Principal.—As already stated, the Principals of six schools were relieved, during the whole of the Model School term, from Public School work. The advantage of this to the student teacher is very great. (*a*) The Principal is able to give more time to the preparation of his lectures. (*b*) His energies are not exhausted by other duties. (*c*) He has ample time for "criticism" and supervision of the student teachers. (*d*) He has a better opportunity to judge of their attainments, and can, therefore, report with more confidence to the Board of Examiners. (*e*) His criticisms would be of more value to the student teachers, because made with a more thorough knowledge of their attainments and progress. (*f*) The marking of the student teachers would then be *mainly* entrusted to persons of well accredited skill and experience. We believe it would largely conduce to the efficiency of Model Schools if Boards of Trustees that have not provided for the relief of the Principal during the whole of the Model School term would do so at once.

The following different systems of organization have been formed :—

(1) *The Principal entirely free.*—On this plan the Model School at Port Hope is organized. His position is simply that of Principal of the Public and Model School, *without a class* of his own. His duties are (*a*) supervising the work of the other teachers and securing uniformity of methods of instruction in all the divisions of the Public School. (*b*) Examining and classifying the pupils who enter school from time to time. (*c*) Directing the regular promotion examinations. (*d*) Supplying the place of sick or absent teachers. (*e*) Corresponding with parents and others in regard to school matters. (*f*) Teaching special subjects (when qualified), such as music and drawing. (*g*) Taking charge of classes requiring special attention, and lastly, acting as Principal of the County Model School. This system is, we believe, exceedingly profitable to the Public School. It furthermore enables the Principal to give his time to Model School work, without, in the least, deranging the existing organization.

(2) *The Principal Relieved only during the Model School Term.*—On this system the Model Schools at Stratford, Brampton, Chatham and some other places were organized. So far as Model School purposes are concerned, this system is equally as effective as the other, and the results as satisfactory.

(3) *Principal Relieved for a portion of the Time by an Extra Assistant.*—This was the system adopted in the majority of the schools—an assistant was employed during the time the Principal was engaged in lecturing to the studentteachers, and, as the Principal was not required to do any work outside of school hours, his class received the benefit of all his energies.

(4) *Principal Relieved by one of the Regular Staff.*—Under this system a junior class was dismissed at 11 a.m. and at 3 p.m. The teacher whose pupils were dismissed was placed in charge of the Principal's class, and the Principal was thereby enabled to do Model School work during school hours.

(5) *Principal Not Relieved.*—Under this system the Principal delivered his lectures before and after school hours. We cannot condemn this system too strongly. It is physically impossible for any man to make the requisite preparation for his classes and teach with vigour from 8 a.m. till 5 p.m. The effect upon both the Public and Model School is unfavourable. Trustees should be required, in all cases, to provide an assistant.

If an assistant were employed the whole year considerable expense would be incurred. In such cases an additional grant of $100 out of the sum appropriated by the Legislature for Model School purposes might be made. Where an assistant is provided for the whole of the Model School term, an additional grant of $50 might be made. This would certainly be carrying out the system of "payment by results," which is, to a large extent, the basis of all school grants. In cases where the Principal gives a portion of his own time, that is, time outside of school hours, the Legislative grant, or at least a part of it, might be paid *direct* to the Principal.

III.—The Syllabus.

The syllabus of lectures adopted in 1877 was prepared in view of the short course of eight weeks. It is now urged that, owing to the extension of the course to thirteen weeks, the syllabus should be revised and enlarged. We believe that by the addition of a few lectures on methods of teaching, and by such a revision as will bring it into harmony with the course of instruction existing in the Normal Schools, its universally admitted usefulness would be materially enhanced, and we, therefore, recommend this matter for early consideration.

IV.—Uniformity in Management.

From our inspection we find that there was great diversity in the methods pursued by different Principals, and in the distribution of the student teacher's time. In some cases great attention was paid to lecturing and very little to actual teaching and *vice versa*. In other schools the students began actual teaching very early in the session, and before they had an opportunity of acquiring anything like definite ideas of what they were going to do from the previous illustrative teaching of the Principal. This evil we attempted to remedy as far as possible by dealing personally with each case. But as it is impossible for the Inspector to visit every school early in the term, the evils complained of are not corrected in many cases until the term has so far advanced that the remedy is all but valueless. As a partial guide to Principals, and with a view to harmonize and unify the whole system, we suggest the following routine as being in accordance with the spirit of the Regulations, and best calculated to produce satisfactory results :—

In opening the Model School the Principal should explain to the student teachers the organization and classification of the Public School with which it is connected ; the necessity of observing carefully the methods of teaching practised by himself and assistants, the *points* on which they are marked in the Training Register, the importance of careful prepartion for each day's work ; the necessity of regularity and punctuality, with such other hints in regard to their deportment towards each other, towards the teachers on the staff, and the pupils with whom they come in contact, as may be considered requisite.

(1) *Teaching by Principal.*—For the first two weeks of the session, the principal should teach in the separate room provided for this purpose, those subjects which he intends the student teachers subsequently to begin with. This we believe to be preferable to an introductory course of lectures. In teaching a class as above, the principal should first lay clearly before the students the principle on which he will proceed, and illustrate that principle by his method of teaching. He should also require them to take notes of his methods, and in the "criticism" hour these notes would furnish a basis for many practical hints. In this way—say ten lectures—combined with illustrative teaching might be given on the best way to teach reading, arithmetic, spelling, and literature to a primary class. During this time the student teacher should not be required to visit the different departments of the Public School for *observation*, as we believe no person can observe intelligently or with profit until he has first some idea of the object to be attained by the teacher.

(2) *Teaching by Students.*—The student teachers having observed and taken notes of the Principal's methods of teaching, are now prepared for actual teaching, as well as for

more extended observation elsewhere. It would be well, therefore, during the second two weeks of the session to employ them in teaching a class as above, in the separate room used for the purpose, the subjects previously taught in their presence by the Principal.

While the student teacher is thus engaged in the work of active teaching in the presence of the Principal and his fellow-teachers, he is acquiring that self-possession requisite to his future success, and in practising methods under that kind of criticism which will most readily secure the exposure of his errors. It might even be necessary to suspend teaching altogether in order to correct some serious error, or to discuss some practical matters suggested by the work in hand.

(3) *Observations.*—The next thing for the Principal to do is to prepare the student teachers for taking observations in the different rooms set apart for training purposes. They should have learned at least by this time that no lesson can be well taught unless both the *matter* of the lesson and the *method* of presenting it to a class have been carefully considered. In Shelton's work on Elementary Instruction this point is fully discussed, and some excellent model lessons supplied—as for instance, the lesson on "Cork," pp. 108.

The assistant teachers should also be instructed to explain the *plan* and *purpose* of each lesson taught in the presence of the student teacher before they begin work. As the object of the student teacher in visiting different rooms at this stage is simply to observe *methods* of teaching and *discipline*, it is desirable that he should be taught how to observe intelligently. Although required under the Regulations to enter his observations in a note-book to be kept for that purpose, we have found a remarkable want of uniformity in the *extent* and *value* of the observations made. Indeed in many cases we found that he was a mere visitor, and except the mental impressions received, to be ascertained by questioning, there was no record of what he saw either as to teaching or discipline. In order to secure uniformity and press this matter upon the attention of principals, we suggest the following hints on the subject of "Observation:"—

1. Matter.

(1) Whether suitable to the class; proper amount for one lesson; whether exercising observation, conception, reason, or all of these.

(2) Lesson—whether bearing on one point; into what heads divided.

(3) Whether in a lesson involving a moral lesson, the proper applications be made.

2. Method.

(1) Whether the *purpose* of the lesson was properly outlined at the beginning.

(2) Whether the connection between the lesson and previous work was shown when possible.

(3) Whether the error of *telling* too much was guarded against.

(4) Whether good illustrations were used, specimens distributed, and diagrams drawn.

(5) Whether *appropriate* and *definite* questions were given.

(6) Whether the black-board was used, and new terms written upon it.

(7) Whether errors in answering were thoroughly corrected, and special attention given to pupils who were backward.

(8) Whether pupils were allowed sufficient time to think.

(9) Whether the attention of *all* in the class was secured or of only a *few forward* pupils.

(10) Whether the lesson was properly summarized.

3. The Class.

(1) Whether respectful, attentive, interested, and, if so, how secured.

(2) Whether pupils seemed weary, if so, why?

(3) Whether likely to carry away the lesson as a whole.

We would suggest that the preceding "points," or something to the same effect, be printed on a quarter sheet of foolscap, with the following heading on the opposite side, under which the student shall be required to enter daily his observations covering the points suggested.

County Model School.

Name of assistant teacher .....

Date.....

Subject of lesson .....

Notes by student teacher as follows :—

.....

Signature of Student.

These "observations" should be submitted to the Principal for consideration during the "criticism hour," who will find ample material in the notes made, and in the discussion of the more theoretical part of the course, such as "management, discipline, organization," etc., to occupy all the time at his disposal.

V.—Teaching by Students.

This brings us to the fifth week of the Model School term. The student teacher has already seen the Principal teach a number of subjects; he has furthermore taught these subjects himself under the direction and criticism of the Principal; he has *observed* how classes are taught by the assistant teachers; he has some idea of the "matter" and the "method" of a lesson, and should now be able to take charge of a class in the subjects already illustrated. As preliminary to this step, the lesson to be taught should be assigned the previous day, and thoroughly prepared. The assistant teacher with whose class he is entrusted should leave him as much as possible to his own resources, and should take notes for subsequent entry in the Training Register. We have found, however, that assistant teachers are very reticent in reporting their criticisms, particularly if the work is badly done. In many cases they simply give a general statement, such as "You taught a pretty good lesson," or, "That was not so bad." This sort of criticism we believe to be of little value. What is required is *definiteness*. In order to secure uniformity as well as greater fullness of detail, we suggest the following :—

Let the Department furnish each Model School with a number of small slips (say quarter cap.) on the plan here given :—

County Model School.

Report of lesson on..... .....

Taught by M.....

The faults most worthy of notice in your lesson were :—

1. Your positions.....

2. The plan of lesson .....

.....

3. Your management .....

.....

4. Your language was.....

for instance .....

5. In energy you .....

6. Your mode of questioning was .....

for instance .....

Note.—Besides the above, other matters worthy of criticism should be reported.

Date..... *Assistant Teacher*.....

The assistant teacher should be making entries on the *slips* while the lesson was progressing, and at the close of the lesson hand it to the student teacher, who should hold himself ready to be criticised on the points noted by the Principal, whenever necessary. The marks assigned by the assistant teacher for the lesson should be given immediately after the lesson is concluded, and may be communicated to the student teacher, at the option of the Principal. All lessons should be assigned to student teacher by the Principal, on consultation with the assistant in whose room the lesson is to be taught, and a record kept of each lesson in the Training Register, so as fairly to afford equal practice in every subject in the Public School curriculum.

VI.—No of Lessons in Actual Teaching.

By schedule A it will be seen that the practice in actual teaching varies largely. In some cases as low as twelve lessons were taught, and as high as seventy. We would recommend that the minimum be thirty, as we believe that number quite sufficient to test the ability of any teacher. As eight weeks are by this course herein suggested, at the disposal of the student teacher for actual teaching, we see no reason, unless the class is very large, why each student teacher should not teach at least one lesson per day, for four days in the week. This would leave one day in the week for reviews in special work.

VII.—Final Examinations.

From the Principals' Reports there is an evident want of uniformity in the tests applied by the different Boards of Examiners at the final examinations. We find that in fourteen schools there was no examination at all in practical teaching. This is not only unfair to the student teacher, but to the public as well. Since Third Class Certificates are Provincial and of equal value non-professionally it is but fair to the public that some guarantee shall be given of their uniform professional value. Complaint is also made that the written examination is as various as the different Boards of Examiners by which it is conducted. To remedy both of these grievances we would recommend :—

1. That an examination in practical teaching similar to that now required at the Provincial Normal Schools of Second Class Teachers be made obligatory.

2. That examination papers in every subject taught in the County Model School be prepared by those who prepare the papers for the Normal School examinations.

3. That it shall be the duty of the Principal at the close of the Session to furnish the Board of Examiners with a detailed report on each student, setting forth work done during the Session, his general deportment and ability, with the Principal's opinion as to his probable success as a teacher.

VIII.—Training Register.

Much fault is found with the Training Register now in use. The analysis which it is supposed to make of the teacher's qualifications is not quite clear on many points, and the sub-divisions so numerous as to entail unnecessary labour upon the Principal. We believe it can be simplified and improved, and we submit the following plan for consideration:—See Schedule C.

IX.—Text Books.

Hygiene.—The text book prescribed for the course in Hygiene is much complained of. The general opinion expressed regarding it is, that it is better adapted for the nursery than for a Model School. Besides, it does not deal with the subject from a school-room standpoint. What is wanted for Model School purposes is a small work on Hygiene, with only so much of Physiology, Anatomy and Chemistry as will enable the students to comprehend clearly the Hygienic principles discussed. We had the honour of calling the attention of the Secretary of the Provincial Sanitary Bureau to the want of a suitable text-book on this subject, and suggested the following as some of the sub-divisions under which the subject might be treated for Model School purposes:—

Chapter I.—The Teacher.

How to preserve his health; hours for study; rest; recreation; sleep; dietetics.

Chapter II.—The Pupil.

Under this chapter discuss the brain and nervous system. Lessons should be suited to the age and physical strength of the child; danger of over study; when should home lessons be relaxed; necessity for variety; recreations, etc.

Chapter III.—The Spinal Column.

Under this chapter discuss the Anatomy and Physiology of the spinal column, chest, lungs, heart, stomach, and show the evil effects of leaning over a desk, stooping, walking on the toes, etc.

Chapter IV.—The Eye.

Discuss the Anatomy and Physiology of the eye; how to light a school room; how to regulate lights by means of blinds; diseases of the eye caused by bad lighting; how to remedy; near-sightedness; how to place pupils with reference to blackboards; windows; slate; copy, etc.

Chapter V.—Heating.

How to prevent draughts; where to place the stove; how to regulate heat; thermometer, and where to hang it.

Chapter VI.—Ventilation.

Importance of; how to secure when not provided for in the erection of the school building; simple way of ventilating by doors; windows; effects of bad ventilation; symptoms of, etc.

Chapter VII.—The Play Ground.

Dangerous games; what to prohibit and what allow; winter games for boys; winter games for girls; summer games; drill, value of.

Chapter VIII.—School Accidents.

How to deal with fainting, bleeding of the nose, broken limbs, severe cuts or bruises, drowning.

Chapter IX.—Infectious Diseases.

How to detect whooping cough, measles, scarlet fever, diphtheria, skin diseases; care of out-houses.

This brief outline merely shows the line which it is desirable the student teachers should take in order to promote their own health and that of their pupils. To ask them to master the structure of the human frame, with all the technical terms which this knowledge implies, would be absurd. Nor is it necessary for the purposes of the school room What is required is such general instruction as will enable the teacher to guard his pupils against the ordinary dangers of school-room life, and also, by teaching him how to preserve his own health, enable him to labour more successfully in his profession.

X.—Music, Drill, and Drawing.

Although the subjects of Music, Drill, and Drawing are not yet on the prescribed Model School course, there is no reason why an effort should not be made to have them taught. As already shown, they have been voluntarily taken up in many schools. In order to recompense schools for any outlay in teaching these subjects as well as to encourage others to introduce them into the course, we would suggest the payment of the sum of $50 to each school that provides suitable instruction in any two of them. We need not discuss their importance as that is universally admitted.

XI.—Equipment of Model Schools.

It is very much to be regretted that the equipment of Model Schools has, so far, received so little attention. Although in most cases the school room is comfortably furnished and tolerably well supplied with the ordinary school-room maps, the facilities of the Principal for illustrating his work are very limited. Beyond what may be drawn from Trustees, who often dread the complaining taxpayer, no other source of supply has hitherto been available. Annual grants are made to the Provincial Normal Schools for books, maps and apparatus, but no similar grant has yet been made to the County Model Schools, although their work is by no means of secondary importance. The small sum of even $50, judiciously expended, would be a great boon to many a school. We would therefore recommend an appropriation of this amount at least. The following supplies for each Model School, which could be procured for the sum named, would aid materially in securing greater efficiency :—

Worcester's Dictionary (unabridged).
Lippincott's Gazetteer (edition 1883).
Jewel on School Government.
Wickersham's two works.
Sheldon's Elementary Instruction.
New York Manual of Methods.
Morrison on School Methods.
Hasley's Physiology.
Playter's Hygiene.
Bell's Elocution.
Hughes on Drill.
Smith's Intermediate Drawing Lessons.
Physiological Charts.
National Music Charts.

XII.—Fees Payable by Students.

Under section 10 of the Regulations of August last, the County Boards are empowered to impose a fee of not more than $5 on each student teacher. We would recommend that this section of the Regulations be amended by making the fee compulsory. If this be not done the power of imposing fees should be transferred from the Board of Examiners to the Board of Trustees, inasmuch as the latter is held responsible for making due provision for the Model School.

XIII.—Provincial Institute for Principals of County Model Schools.

The great diversity in the methods of organization and instruction prevailing in the Model Schools deserves attention. The Principals are men of varied attainments each in his own way, as a rule, working with commendable zeal, and often at a personal sacrifice and without fee or reward, for the welfare of the student teacher. As Model Schools are so far removed from each other, it is very difficult for Principals to meet in convention for the mutual interchange of opinions and discussion of advanced methods of teaching and school organization. If provision were made for a Model School Principals' Institute, many of the existing irregularities could be removed, new methods of instruction discussed, and the whole system unified. We have attempted to accomplish this, and have, we believe, aided in securing greater uniformity by our inspection, but much remains yet to be done. Before holding such an Institute efforts should be made to re-open the schools that have been closed, and satisfactory provision should be made in every case for placing ample time at the disposal of the Principal for the proper discharge of his Model School duties. When all the schools have been properly and permanently established we would recommend the following plan for an Institute :—

1. A meeting of all the Principals of County Model Schools at Toronto during the mid-summer vacation, for a session of four weeks.

2. The payment of their travelling expenses and maintenance by the Education Department.

3. The employment of the best talent on the continent to give a series of lectures with a view to further qualify them for their work.

4. The line to be taken by the lecturers to be suggested by the Department of Education.

5. The lectures to be free to the Teachers of the Provincial Normal and Model Schools.

We have carefully estimated the expense of such a Convention, and believe it need not exceed the sum of $2,500.

XIV.—Review of Literary Subjects.

We believe it is very desirable that the students-in-training should be required to keep up and supplement their knowledge of some of the principal subjects which they will hereafter be required to teach, for example, grammar, composition, arithmetic and literature. For this purpose some standard author might be read with profit by the students during the term, and the master might give a few lectures upon these subjects, and by oral or written examinations test the students' knowledge of matter as well as method of instruction. We do not believe it is wise to entirely divorce literary work from professional training. We know from experience that the students have plenty of time for this work, and although many Principals, who have not yet been sufficiently relieved, cannot give the necessary time to it, yet if they were fully relieved during the Model School term, they would have ample time to devote say one hour a day to the review of literary subjects, and thus to supplement the students' knowledge as is now being done in the Provincial Normal Schools.

XV.—Conclusion.

In closing this Report we beg to acknowledge our obligations to the Principals, Teachers and Boards of Trustees by whom many obstacles to the success of the system of County Model Schools were so readily removed, and by whose courtesy, what would otherwise have been a difficult duty for us to discharge, was rendered pleasant.

Toronto, January 9th, 1883.

SCHEDULE A.

NAME OF MODEL SCHOOL.	Total No. of Student Teachers on Roll.	No. of Males.	No. of Females.	No. who withdrew during the term.	No. who passed Final Examination.	No. who failed at Final Examination.	No. of Lectures on Education.	No. of Lectures on School Law.	No. of Lectures on Hygiene.	No. of Lectures on Reading.	Lessons in Mental Arithmetic.	No. of Lessons Taught by Students.
Barrie	6	5	1	1	5	.....	24	6	6	12	12	24
Berlin	16	6	10	.....	16	....	39	5	5	12	15	33
Bradford	4	2	2	1	3	....	24	6	7	18	18	33
Brampton	16	7	9	....	16	....	40	3	8	39	24	22
Brantford	18	10	8	.....	18	..	44	11	29	34	33	49
Caledonia	22	11	11	.....	21	1	25	5	6	22	32	47
Chatham	20	7	13	2	18	....	51	12	26	43	48	49
Clinton	24	15	9	.....	24	....	60	4	18	36	60	40
Cobourg	34	18	16	1	32	1	41	12	14	10	15	53
Cornwall	3	.....	3	.....	3	.....	20	8	5	30	30	21
Durham	7	5	2	.....	7	.....	30	5	10	20	25	20
Farmersville	35	16	19	.....	35	.....	20	8	10	20	20	20
Forest	10	5	5	.....	10	.....	20	7	8	30	22	50
Galt	16	9	7	.....	16	.....	50	5	8	15	24	30
Goderich	23	13	10	.....	23	.....	30	8	9	46	48	35
Hamilton	37	8	29	...	30	7	34	5	5	8	8	55
Ingersoll	15	7	8	....	15	....	60	10	12	25	60	22
Kincardine	12	7	5	1	10	1	25	5	9	35	41	73
Kingston	21	5	16	.....	21	.....	12	6	8	10	15	30
London	36	9	27	.....	31	5	70	4	12	10	4	20
Madoc	11	4	7	1	8	2	30	6	12	24	24	30
Martintown	2	1	1	.....	2	.....	30	10	10	30	30	30
Milton	24	8	16	.....	24	....	35	8	8	30	26	38
Morrisburgh	16	9	7	.....	16	.....	20	3	3	35	30	30
Mount Forest	40	22	18	.....	40	.....	40	6	10	11	11	12
Napanee	8	3	5	.....	8	.....	20	5	10	9	5	40
Newmarket	16	8	8	.....	15	1	35	5	5	10	10	50
Owen Sound	15	8	7	.....	15	.....	45	5	6	24	24	25
Perth	32	12	20	.....	32	.....	20	5	10	30	20	23
Picton	15	4	11	.....	15	.....	60	2	25	30	20	48
Port Hope	24	11	13	.....	22	2	50	6	18	34	9	26
Port Perry	23	8	15	.....	23	.....	70	10	13	25	13	30
Renfrew	12	2	10	.....	12	.....	26	18	15	20	20	33
Sarnia	13	6	7	1	12	.....	27	7	9	14	13	43
Simcoe	16	8	8	1	15	.....	16	12	16	40	55	42
Stratford	45	16	32	.....	45	3	36	9	15	24	24	35
Strathroy	31	10	21	1	24	6	26	5	5	23	25	45
St. Catharines	32	12	20	.....	32	.....	10	10	10	15	15	25
St. Thomas	27	11	16	.....	26	1	32	10	10	30	30	12
Vankleekhill	11	6	5	2	9	...	25	6	.....	10	20	20
Walkerton	21	7	14	1	20	.....	35	4	8	19	22	39
Welland	9	.....	9	.....	9	.....	32	6	9	9	6	36
Whitby	22	12	10	.....	22	.....	23	8	10	21	23	40
Windsor	4	.....	4	.....	4	.....	20	10	10	20	20	42
Woodstock	15	9	6	2	13	.....	58	30	27	53	35	43
Yorkville	20	5	15	.....	20	.....	30	5	10	15	20	40
Total	882	367	515	15	837	30	1550	334	497	1071	1104	1553

SCHEDULE B.

NAME OF SCHOOL.	Was extra room provided?	No. of Departments used for Model School work.	How many assistants had necessary qualifications?	Had the Principal an assistant?	To what extent was Principal relieved each day?	Time given each day to lectures, etc., by Principal?	Allowance by Trustees to Principal for Model School work.	Allowance to assistants for Model School work.
							$ c.	$ c.
Barrie								
Berlin	yes	9	5	yes	2 hours	2½ hours	50 00	
Bradford	"	4	2	"	½ hour	2½ "		100 00
Brampton*	"	6	6	*	whole time	whole time	250 00	
Brantford	"	15	15	yes	2½ hours	3¼ hours	150 00	400 00
Caledonia	"	5	5	no		3 "		
Chatham	"	5	4	yes	whole time	2½ "		200 00
Clinton	no	8	8	no		2¼ "	50 00	
Cobourg	yes	10	5	yes	2 hours	2 "		65 00
Cornwall	no	6	1	"	"	2½ hours	50 00	90 00
Durham								
Farmersville	yes	3	3	yes	1½ hours	2¾ hours		
Forest	no	4	3	no	1 hour	2 "	50 00	
Galt	"	8	7	"		2 "		
Goderich	"	5	5	"		2 "	200 00	
Hamilton	yes	4	2	yes	whole time for 2 months	4 "	242 00	80 00
Ingersoll	"	7	7	"	2½ hours	2½ "	100 00	200 00
Kincardine	"							
Kingston	"	4	4	yes	2 hours	2 hours		
London	"	5	4	"	"	2 "		100 00
Madoc	"	4	2	no		2 "		
Martintown	"	3	1	"		2 "	100 00	25 00
Milton	"	5	2	for 2 weeks	all day for 2 wk's	2½ "	50 00	
Morrisburgh	"	6	2	yes	4 hours	3⅓ "		150 00
Mount Forest	"	7	3	"	whole time	2 "	50 00	100 00
Napanee	"	8	2	no	2 hours	3 "		
Newmarket	"	5	5	yes	1½ hours	2¼ "	100 00	
Owen Sound	"	6	6	"	2 hours	2 "		
Perth	"	7	2	no		2 "	25 00	5 00
Picton	not furnished	8	5	"		2 "		20 00
Port Hope	yes	15	9	yes	whole time	3 "	100 00	
Port Perry	"	5	3	"	2 hours	2 "	100 00	75 00
Renfrew	"	4	3	no		2 "		
Sarnia	"	8	5	yes	2 hours	2½ "	50 00	65 00
Simcoe	"	6	6	"		2 "	75 00	35 00
Stratford	"	12	9	"	whole time	2 "	150 00	150 00
Strathroy	"	8	6	"	2 hours	2 "		70 00
St. Catharines	"	19	3		has no division	2½ "		
St. Thomas	"	8	3	yes	whole time	2¾ "		125 00
Vankleekhill	no	3	2	no	1 hour	2 "		
Walkerton	yes	7	4	yes	whole time	2 "		125 00
Welland	"	4	3	no	1 hour	2 "		
Whitby	yes, but too small	4	2	"		2¼ "	200 00	
Windsor	yes	7	4	"		2 "	100 00	
Woodstock	"	18	3	yes	whole time	2½ "	100 00	125 00
Yorkville (a)	no	9	8	"	½ hour	2½ "	100 00	

* Principal of Model School employed for this work only.

(a) Assistant's room used between 11 a.m. and 12 m., and between 3 and 4 p.m.

SCHEDULE C.

County Model Schools of Ontario.

TRAINING REGISTER.

Special Report of Classes Taught.

Date.	Subject of Lesson.	Class or Division.	Governing Power.	Teaching Power.				Manner.	Remarks.
			Ability to excite interest and sustain attention.	Preparation.	Language, including distinctness of enunciation, fluency, tone of voice, pronunciation and grammatical accuracy.	Methods of giving questions and of receiving answers.	Detection and correction of errors.	Personal appearance, energy, animation, sympathy, self-possession, tact.	

Note.—Maximum Mark for "Governing Power," 60.
" " for *each* of the sub-divisions of "Teaching Power," 20.
" " for "Manner," 60.

It shall be the duty of the Principal at the end of the session to furnish the Board of Examiners with a detailed report on each student setting forth work done during the session, deportment, attention, with Principal's opinion upon his probable success as a teacher.

SCHEDULE D.

NAMES OF MODEL SCHOOL MASTERS AND CLASS OF CERTIFCATES HELD BY THEM.

NAME OF SCHOOL.	NAME OF MASTER.	CLASS OF CERTIFICATE.
Barrie	W. B. Harvey	1st B Provincial.
Berlin	J. Sniddaby	1st Class "
Bradford	F. Wood	1st " "
Brampton	L. Welch	1st B "
Brantford	W. Wilkinson	M.A., Victoria University.
Caledonia	R. Hill	1st B Provincial.
Chatham	W. H. Colles	1st A "
Clinton	D. M. Malloch	1st A "
Cobourg	G. Kirk	1st Class "
Cornwall	G. Milden	2nd A "
Farmersville	J. S. Rowat	1st A "
Forest	M. Ferguson	1st B "
Galt	R. Alexander	1st Class "
Goderich	W. R. Miller	2nd A "
Hamilton	G. W. Johnston	2nd A "
Ingersoll	J. S. Deacon	1st B "
Kingston	J. Wood	1st Class "
London	W. J. Carson	1st A "
Madoc	W. F. Seymour	1st B "
Martintown	A. Kennedy	1st Class "
Milton	H. Gray	1st " "
Morrisburgh	H. McDiarmid	1st " "
Mount Forest	S. Westervelt	1st O.C.B., and 2nd A Provincial.
Napanee	J. Bowerman	2nd Class Provincial.
Newmarket	W. Rannie	1st " "
Owen Sound	J. Greig	1st " "
Perth	T. O. Steele	1st " A "
Picton	R. Murray	1st " "
Port Hope	D. J. Goggin	1st " A, O.C.B.
Port Perry	Alex. Rae	1st Class Provincial.
Renfrew	E. A. Stevens	1st " C Provincial.
Sarnia	A. Mark	1st " B "
Simcoe	G. Grant, B.A	Head Master of High School.
Stratford	W. Hodgins	1st Class B Provincial.
Strathroy	J. Dunsmore	1st " C "
St. Catharines	J. H. McFaul	1st A "
St. Thomas	N. Campbell	1st Class "
Vankleekhill	D. Marshall	1st " B "
Walkerton	W. Teeford	1st " B "
Welland	R. Grant	1st " "
Whitby	Jas. Brown	1st " C "
Windsor	Jas. Duncan	1st " "
Woodstock	Jas. Dennis	1st " C "
Yorkville	W. J. Hendrie	1st " "

DIVISION IV.

TEACHERS' ASSOCIATIONS.

Proceedings of 1882.

1. ONTARIO TEACHERS' ASSOCIATION, 1882.

Extracts from the Proceedings of Convention held on the 8th, 9th, and 10th August, 1882.

The Convention met on Tuesday, August 8th, 1882. The President, Mr. A. MacMurchy, in the chair.

Reports were received respecting County Associations from—

Mr. Fotheringham	North York	Representing	70	Members.
" J. H. Smith	South Wentworth	"	190	"
" G. E. Wightman	South Essex	"	65	"
" Munroe	South Perth	"	80	"
" Jas. Ferguson	East Huron	"	50	"
" O. S. Hicks	South Hastings	"	120	"
" T. Girardot	North Essex	"	100	"
" R. Coates	Halton	"	71	"
" Parlow	Ottawa	"	50	"
" Sneath	West Huron	"	70	"
" Mitchell	Lanark	"	140	"
" Ritchie	West Bruce	"	100	"
" Robt. Grant	Welland	"	100	"
" W. McIntosh	North Hastings	"	65	"
" G. D. Lewis	Waterloo	"	100	"
" Forrest	South Simcoe	"	35	"
" Henstridge	Frontenac	"	145	"
" Petrie	South Wellington and Guelph	"	120	"
" J. Dearness	London	"	113	"
" Spence	Toronto	"	150	"
" J. Millar	Elgin	"	100	"
" J. S. Carson	Middlesex	"	113	"
" Jas. Bowerman	Lennox and Addington	"	100	"
" C. K. Newcombe	East Lambton	"	85	"

An address on "How to Make Teachers' Associations More Useful," was delivered by Mr. G. W. Ross, M.P.

RESOLUTIONS ADOPTED.

"That the clause granting an option of opening Public Schools on the 3rd of August should be repealed."

Resolved,—(1) That the disadvantages arising from the uncertainty of the Teacher's tenure of office in rural schools are to be deplored; the remedy suggested in the Address is in accordance with the form of agreement prescribed in Appendix F of the Compendium of the School Law.

(2) That in view of the very great evils which are seen to have resulted in many parts of the United States and other countries from the introduction of politics into educational matters, your Committee trusts that all true friends of our school system will unite in discountenancing every influence tending in that direction.

(3) That the number of schools opening with religious services is happily on the increase ; and, with the object of attaching greater importance, in our High and Public Schools, to good moral training based on Christian principles, your Committee is of the opinion that it is desirable that a suitable selection of Scripture lessons should be incorporated with our Readers, and that the sentiments of the President's Address are strongly endorsed, "that any one who could not reverently, humbly, and lovingly read the Word of God, was not fit for a teacher."

Resolved,—That the death, in the providence of God, of Dr. Ryerson, ex-Superintendent of Education for Ontario, is to the members of the Ontario Teachers' Association a matter of profound regret. His well-nigh irreparable loss reminds us of the eminent services which, for more than half a century, he rendered to our country, beginning at a time when the importance of laying, broad and deep, the foundations of a free, enlightened, and prosperous nation occupied the attention of few, and seemed far beyond the reach of any. But, grasping the noble idea, and possessing the breadth and tenacity of purpose, he chose as his life-work the lofty design of giving to our country a unified and harmonious system of free and universal education for the poorest and the richest, the humblest and the highest, which should be surpassed by none, if equalled by any, in the world. How wisely conceived, how nobly achieved, this purpose was, our present system of public, high, and collegiate instruction stands, a lasting and lofty monument.

To the family of this princely pioneer educationist we tender our sincerest sympathy in their sad loss, and are happy to believe that their sorrow is alleviated by the consciousness that he has been gathered as a shock of corn, fully ripe, into the garner.

Resolved,—That the topics for discussion at the annual meetings of this Association be prepared and printed as early as possible in the year, and that a copy be sent to each Local Association not later than the 1st of March, in order that the teachers of the Province may express their opinions on any proposed changes in the School Law and Regulations.

Resolved,—That in view of the appalling extent of the evils of intemperance, and the special dangers and temptations to which young people of the present day are exposed, this Association earnestly urges upon all the teachers of the Province the duty of persistently and carefully impressing upon their pupils the stern facts of science in relation to the physiological effects of alcohol, and the advantages of absolutely securing themselves by, as far as they possibly can, habits of true temperance, from the awful moral and physical degradation to which the drinking customs of to-day so often lead.

Public School Section.

Resolved,—That oral examinations on public examination days are a benefit in our Public Schools ; but that they should not partake of the nature of exhibitions which have no educative value, and should be confined to the work gone over during the term.

Resolved,—That in the opinion of this Section, after a teacher has obtained any class of a certificate he shall, after five years' successful teaching from the time of obtaining his certificate, be entitled to have his certificate raised one grade ; and on a further service of three years' successful teaching, be entitled to have his certificate raised another grade ; but every teacher must pass from class to class by examination.

Resolved,—That in reference to the power conferred upon Public School Boards to make changes in the course of study, this Association approves of the principle embodied therein, but would respectfully recommend that no option be permitted in the subjects of Reading, Spelling, Writing, Arithmetic, Drawing, Geography, Grammar and Composition, History, Temperance and Hygiene, Algebra, Geometry, and Mensuration ; and that in case of difference between the Teacher and Trustees upon any proposed changes, the Inspector should be appealed to for his decision.

High School Masters' Section.

Resolved,—That this High School Section call the attention of the Minister of Educa-

tion to the fact that the Intermediate is generally concurrent with the Pass and Honour Examinations of Toronto University Junior Matriculation, and Women's Local Examinations, and it is the opinion of this Section that it would be better otherwise, as there are a great many High School students who wish to try both examinations.

Mr. G. H. Robinson, Principal of Whitby Collegiate Institute, read a paper on "The Proposed Changes in the Intermediate."

Members present at this session: Messrs. McHenry, MacMurchy, Knight, Strang, Millar (St. Thomas), Miller (Bowmanville), Bryant, Petch, Clark, Dr. Forrest, Williams, Hunter, Robinson, Morgan, Smith, Hunter (Barrie), Oliver, Worrell, Wightman, Ellis, Sinclair, Grant.

Resolved,—That in view of the short time the new Regulations have been before Masters for consideration, your Committee do not feel disposed to express a properly matured opinion on the general question of the influence of the amended programme of study in the secondary schools, but at the same time would beg to report the following Resolution:—That the Secretary be authorized to communicate with the Minister and represent to him that in the opinion of this Section, in the Intermediate programme, History and Geograpy should be removed from the optional to the obligatory list, and that inasmuch as it will be difficult for the present for schools to provide properly qualified teachers in Drawing, that Drawing be included in 7 (e) so as to read: "Any two of the following form: French, German, Music, and Drawing;" one of which should be French or German, and that the clause numbered 2 (2) on page 19 be amended in harmony with the foregoing.

Mr. Knight, Principal of Kingston Collegiate Institute, read a paper on Legislative aid to secondary education.

Resolved,—That inasmuch as the proposed scheme will bear hardly upon the smaller schools, and also upon many of the larger schools, which have been doing work worthy of Government aid, therefore, the High School Section would respectfully recommend that the Minister of Education should modify his proposed scheme as follows:—

(1) Every High School to receive a fixed grant of $500.

(2) Every High School employing two (2) teachers to receive in addition 25 per cent. of excess of salaries above $1,500 to $2,000, *i.e.*, $125 for maximum allowance under this head.

(3) In addition every High School employing three (3) teachers to receive 40 per cent. of excess of salaries above $2,000 up to $4,500, *i.e.*, $1,000 as a maximum under this head.

(4) Every Collegiate Institute to receive a fixed grant of $500.

(5) In addition every Collegiate Institute to receive 20 per cent. of salaries in excess of $5,000 up to $6,500, *i.e.*, $250 as a maximum grant under this head.

Furthermore, that if the Minister cannot see his way to the adoption of this scheme, the Section is of opinion that it should be adopted in spirit, so that the grant should be distributed in recognition of the claims of the smaller schools, and that the encouragement given by the Government should be continued from the smallest to the largest and best equipped schools.

Public School Inspectors' Section.

Present—J. S. Carson, Chairman; Messrs. Grier, Clendenning, Summerby, Smith, Barnes, Knight, Scarlett, Hughes, and Maxwell.

Mr. Carson introduced the subject, "How to make Teachers' Associations more useful."

Mr. McKinnon introduced the subject, "Uniform Promotion Examinations."

Resolved,—That in view of the helpful discussion on Uniform Promotion Examinations, this Section, on the whole, feels that these examinations are well calculated to help the systematic and uniform education of the Public School children, and should be adopted generally, avoiding, however, the danger of making success at them, instead of the development of the intellect and character of the children, the great end and aim of teaching.

Resolved,—That in the opinion of this Section the subjects of Reading, Spelling, Writing, Arithmetic, Grammar, Composition, and Geography should be made compulsory in all public schools.

Resolved,—That in the opinion of this Section, the recent regulation of the Education Department, giving local Boards of Trustees power to determine what shall, and what shall not be taught in the Public Schools, will have a very injurious influence on these schools, and should be rescinded.

Resolved,—That the School Fund should be apportioned by the Inspectors, who should notify the Treasurers and Trustees of the amounts apportioned to the respective School Sections, and that the Treasurer be then empowered to pay these respective amounts on the order of the Trustees.

The following report on Teachers' Associations was received and adopted :—

I. In order to secure a full and regular attendance at these Association Meetings,

(*a*) The programme should be made interesting and eminently practical.

(*b*) Inspectors should use every suitable opportunity, in meeting with Trustees and Teachers, to impress the usefulness of these meetings on those who attend them, and to urge on the Teachers their duty to themselves and their profession, in contributing to the work of these meetings.

(*c*) Some means should be adopted to bring the absence of the teachers from the regular meetings of the Association to the knowledge of the Trustees.

(*d*) Periodicals or books, on professional work, should be supplied to the members, in whole or in part, from the funds of the Association.

(*e*) In counties where a central point is not easily reached, a County Convention should be held once a year, and a local Convention, in each township, once a year.

II. Also in regard to the programme,

(*a*) The non-professional part should be subordinated to the professional.

(*b*) It is desirable that classes of pupils from the Public Schools should be brought to the meeting for the purpose of practical illustration of methods of teaching ; where this is impossible, a good alternative is to form classes of the teachers in attendance.

(*c*) The Association should provide means for assisting members in their individual difficulties by opening a question drawer. The interest seems to be best maintained when questions are admitted up to the end of the first day of the Convention, and answered at some time on the second day.

(*d*) If Inspectors would aid each other, both by their personal assistance and by recommending those Teachers who have shown their fitness for discussing certain subjects, a conductor of institutes would not be required.

Resolved,—That, in the opinion of this Section, it is advisable that the Professional Examination of Third-Class Teachers should be uniform throughout the Province, and that the questions should be prepared by a Committee of Public School Inspectors.

Resolved,—That whereas frequent changes in the School Law and Regulations are found to have an unsettling and injurious effect upon our Public Schools, this Section would respectfully suggest that the proposed changes should be published one year before their adoption, thus affording an opportunity to County Councils, School Board Inspectors, and Teachers to express their views as to the probable practical effect of such proposed changes, and thus secure greater efficiency and permanency in our legislation.

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2. Lanark Teachers' Association.

The annual meeting of the County Lanark Teachers' Association was held in the High School building, Almonte, on the 25th and 26th days of May, 1882. A programme was provided by members of the Association. A practical lecture on the subject of electricity, by Jno. Fawcett, B.A., made up the evening session. The attendance at each

session was large and regular, and much practical work was done and fully appreciated by the members present.

Programme as follows:

Thursday, May 25th.

9 to 9.30—Reading minutes.
9.30 to 10—President's address.
10 to 11—Grammar.
11 to 12—Book-keeping.

Afternoon:

2 to 3—How I teach writing.
3 to 4—Composition.

Evening Session:

Public Lecture, Electricity.

Friday, May 26th.

9 to 10—General business and election of officers.
10 to 11—Physical education.
11 to 12—Arithmetic as an art.

Afternoon:

2 to 3—Railways of Ontario.
3 to 4—Our Model Schools.
4 to 5—Spots on the Sun.

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3. Peel Teachers' Association.

During the year 1881, the County Peel Teachers' Association has been conducted efficiently.

The Mid-summer Convention was attended during one or more of its sessions, by all but twelve of the Teachers employed in the County Schools; the December meetings, held at Bolton, Streetsville, and Brampton, were not so well attended, owing to the very bad state of the roads; the proceedings however, were exceedingly interesting.

It is to be regretted that a large number of the teachers look upon attendance at these conventions as a matter of duty rather than of pleasure, and the increased attendance at the July meeting was in part owing to the insertion by the Secretary in the announcement sent out of the first clause of sub-sec. 5 of Regulations 17, "Duties of Masters and Teachers," p. 182 of the "Compendium," with a notification that this regulation would be enforced. It would seem a rather arbitrary measure to compel the attendance of every teacher at every "convention" or "institute"; but at the same time the County Associations are almost an essential feature of the school system, and should be supported by all teachers to some extent, at least. A suggestion was thrown out by the Principal of our County Model School, that if each teacher in the County were to be required to pay (say), $4 per annum to the support of the Association, and were to receive from the funds of the Association (say), $1 for each day's attendance, it would do away with the difficulty now so often complained of—the expense of attendance at conventions. Those teachers who attended would lose nothing, and those who found themselves unable to attend would have the satisfaction of knowing that they had contributed pecuniarily, if in no other way, to the success of the Association. Were this plan adopted, the attendance at conventions would be very much larger than at present. Most teachers enjoy the conventions, and are absent only on economical grounds.

It is also probable that if the $50 per annum, now granted to each County Association, were rather given to the Provincial Association for the purpose of engaging the services of one or two first-rate men, who should visit every association in the Province, the money would perhaps be expended to better purpose than now. A new man might be employed each year—some master or inspector to whom change of labour would be rest—and thus the freshness and interest of the meetings could be kept up much better than by the appointment of a permanent officer.

4. South Simcoe Teachers' Association.

The Association only had one meeting during last year. The Spring Meeting was omitted owing to troubles between the Inspector and teachers. The Fall Meeting, when the Association was re-organized, was admitted by all who were present to be the best meeting ever held by the Association. It was the good fortune of the Association to secure the services of Mr. Hughes, P. S. Inspector for Toronto. He lectured in the evening in the town hall on School-Room Honour to about 900, who were delighted. He also occupied some of the time, on Saturday, illustrating the best methods of teaching drawing, drill, and music, in connection with Public Schools. He also placed before the Association the leading features of the Kindergarten.

A meeting was held in May, this year, at Beeton, which was still an improvement on the Fall Meeting. Fifty dollars have been received from the County Council this year, and it is hoped that the Government will deal with the Association liberally.

5. South Grey Teachers' Association.

The first semi-annual meeting of the above association for the current year, held in the Town Hall, at Flesherton, on the 25th and 26th days of May last, was well attended, as well as interesting and successful. The President, M. N. Armstrong, Esq., gave an interesting and comprehensive lecture to the members of the Association, on their work, etc. Various items of school work were illustrated and discussed. The head master of the Collingwood High School gave an instructive lecture on "English Literature," and at the evening entertainment, Dr. Christie, of Flesherton, gave an excellent lecture on "Health, and the Prevention of Disease."

Illustrative teaching, text-books, grammar, etc., were discussed with much interest the second day.

6. Dufferin Teachers' Association.

The semi-annual meeting was held in Shelburne, on the 25th and 26th May last, and a full attendance of teachers was present, all in the County, excepting four. Nearly all the teachers are members of the Association, and take part in its proceedings, each teacher reading an education periodical, and contributing freely to carry the Association on in an efficient manner. The grants from the Department and County Council are expended in purchasing books for a library, which is kept in the Inspector's office, and the books are on educational subjects, and much sought after.

7. North Huron Teachers' Association.

The Teachers' Institute for north division Huron, held its annual meeting in Brussels, May 25th and 26th. The attendance was scarcely as large as usual, being only about 50. The work was all of a practical character, and the meeting taken in all was quite successful. The evening of Thursday was occupied by a Mr. Robertson, from Toronto. The lecture treated on education generally, and was listened to by a large audience; even some country people remained in town until the lecture was over.

There is great difficulty in getting the books required for the library, the booksellers, not having them in stock, are not very good at getting what is asked for.

8. West Middlesex Teachers' Association.

Our Teachers' Association met on the 25th and 26th days of May, of the current year.

About 100 out of 110 were present, and took active part in the discussion of the programme.

The Association is doing good work. Its influence on the schools for good is acknowledged by all the teachers.

No outside help is employed but husband resources for the expenses of Promotion Examinations.

Among teachers there is the best of feeling. They work together like brothers and sisters to promote the welfare of the schools. A more faithful and devoted class of men and women cannot be found anywhere in the Province.

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9. London Teachers' Association.

The first meeting was held on the 28th and 29th May last, two sessions each day.

The first subject, after preliminary business, was a practical exercise in simple addition, by Miss Menzies, with her class, in the First Book, Part II., while the theory was illustrated by Mr. Carson, master of the Model School. The rapidity and accuracy of the work performed by these little children was a cause of admiration and wonder to many of the junior teachers, and there is no doubt an honest emulation will follow.

In the afternoon an able essay was read by Miss Buckle, on some of the difficulties of the teacher's profession, and an admirable address was delivered by Dr. Hutchinson on "Hygiene or Sanitary Science," which was highly appreciated by the assembled teachers, and was exceedingly well adapted to the circumstances of those for whom it was prepared.

On Saturday a well written and well digested essay on "Regularity and punctuality of attendance at the city schools," was read by Miss V. Drury, whose lucid remarks on irregularity, and especially on truancy, were listened to with marked interest by the teachers. This was followed by a lesson on "The Theory and Practice of Decimals" by Mr. Woodburne.

Miss M. Drury read a very able and interesting essay on "Politeness in School," and the President gave an address on "The necessity for moral training for the youth attending the city schools." On the whole the meeting was an agreeable one, and it is to be hoped that the result will be profitable to the teachers, and advantageous to the work in which they are engaged.

10. *Teachers Associations—Financial Statement*, 1881.

Name of Association	No. of Associations.	Total Number of Members.	Total Number who have paid Fees.	Receipts.					Expenditure.				
				Government grant.	Municipal grant.	Members' fees	Balances and other sources	Total.	Printing and Postage.	Libraries.	Miscellaneous	Total.	Balances.
				$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Glengarry	1	74	.....	50 00	.....	.....	31 17	81 17	2 69	.....	22 75	25 44	53 73
Stormont	1	64	64	50 00	.....	16 25	64 81	131 06	7 01	.....	57 67	64 68	66 38
Dundas	1	140	39	50 00	.....	23 50	132 02	205 52	59 77	31 54	66 81	158 12	47 40
Prescott	1	24	22	50 00	.....	.....	52 73	102 73	6 58	10 00	15 40	31 98	70 75
Russell	1	20	20	25 00	.....	8 00	73 49	106 49	13 42	.....	34 42	47 84	58 65
Grenville	1	43	38	50 00	.....	11 50	59 16	120 66	12 86	.....	57 70	70 56	50 10
North Leeds	1	49	49	50 00	.....	24 50	93 00	167 50	8 75	33 00	1 75	43 50	124 00
South Leeds	1	76	56	50 00	.....	28 35	93 12	171 47	9 22	.....	59 73	68 95	102 52
Lanark	1	127	70	50 00	.....	25 50	141 97	217 47	8 57	.....	25 61	34 18	183 29
Renfrew	1	54	27	50 00	.....	11 75	15 20	76 95	19 15	.....	57 50	76 65	30
Frontenac	1	44	44	50 00	.....	15 50	88 67	154 17	15 48	6 50	63 00	84 98	69 19
Lennox and Addington	1	.....	.....	50 00	.....	22 75	33 31	106 06	3 50	52 76	11 60	67 86	38 20
Prince Edward	1	80	.....	50 00	.....	.....	55 49	105 49	7 15	12 00	23 72	42 87	62 62
North Hastings	1	59	54	.....	.....	78 10	161 52	239 62	19 54	.....	74 33	193 87	45 75
South Hastings	1	120	66	50 00	.....	16 50	24 95	91 45	8 65	.....	22 10	30 75	60 70
Northumberland	1	120	85	50 00	.....	35 25	40 02	125 27	19 60	.....	52 75	72 35	52 92
Durham	1	82	52	50 00	.....	31 75	77 37	159 12	14 93	.....	42 89	157 82	1 30
East Victoria	1	45	19	25 00	.....	4 75	125 64	155 39	9 35	7 35	6 30	23 00	132 39
West Victoria	1	..	.....	100 00	.....	9 00	40	109 40	13 50	.....	10 90	24 40	85 00
Haliburton	1	34	14	100 00	25 00	7 00	2 81	134 81	3 43	26 88	2 40	32 71	102 10
Ontario	1	52	30	25 00	.....	15 00	106 55	146 55	8 25	.....	85 80	94 05	52 50
North York	1	..	.....	.....	.....	37 64	124 23	161 87	13 33	.....	70 47	83 80	78 07
Peel	1	37	37	.....	.....	14 50	60 81	75 31	28 75	.....	7 50	36 25	39 06
North Simcoe	1	.....	.....	150 00	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Simcoe	1	36	36	.....	.....	9 00	49 08	58 08	6 79	.....	16 75	23 54	34 54
Halton	1	70	28	50 00	25 00	14 00	42 10	131 10	13 30	.....	117 80	131 10	.....
Wentworth	1	198	29	50 00	.....	14 50	78 13	142 63	6 50	2 85	16 10	25 45	117 18
Brant	1	113	48	50 00	.....	16 25	42 82	109 17	14 36	.....	60 30	74 66	34 51
Lincoln	1	105	.....	50 00	.....	.....	71 64	121 64	24 52	.....	35 10	59 62	62 02
Welland	1	.....	.....	25 00	.....	.....	42 08	67 08	12 35	.....	47 95	60 30	6 78
Haldimand	1	110	70	50 00	.....	35 00	124 45	209 45	13 16	.....	82 05	95 21	114 24
Norfolk	1	116	.....	50 00	.....	.....	82 85	132 85	.....	.....	38 47	38 47	94 38
Oxford	1	100	50	50 00	.....	12 50	58 40	120 90	14 70	.....	81 20	95 90	25 00

Waterloo	1	71	68	50 00		42 00	44 10	136 10	10 39		68 82	79 21		56 89
Dufferin	1	62	21	25 00			14 10	39 10	14 06			14 06		25 04
North Wellington	1	106	79	25 00		51 25	84 78	161 03	17 67		115 06	132 73		28 30
South Wellington	1	111	59	100 00		15 00	15 46	130 46	10 93		21 70	32 63		97 83
East Grey	1			50 00		12 50	111 87	174 37			4 55	4 55		169 82
West Grey	1	40	27	150 00			43 78	193 78	10 00		51 58	61 58		132 20
South Grey	1			25 00		15 75	77 96	118 71	8 69		86 35	95 04		23 67
South Perth	1	70		50 00			63 72	113 72	10 04		44 45	54 49		59 23
North Huron	1	55	55	25 00		24 00	106 55	155 55	10 28	29 89	19 83	60 00		95 55
West Huron	1	120	30	50 00		7 50	113 20	170 70	6 93		17 00	23 93		146 77
East Bruce	1	60	60	50 00			114 45	164 45	9 12	40	57 50	67 02		97 43
West Bruce	1	50	23	75 00		14 25	158 44	247 69	14 16	128 85	19 00	162 01		75 68
East Middlesex	1	119	93	50 00		35 75	104 17	189 92	51 47	15 16	23 60	90 13		99 79
West Middlesex	1	112	77	50 00	100 00	31 75	31 00	212 75	26 84		151 05	177 89		34 86
Elgin	1	150	61	50 00		30 50	41 81	121 31	20 22		64 95	85 17		36 14
East Kent	1	80	32	50 00		16 00	168 46	234 46	18 08		115 46	133 54		100 92
West Kent	1	46	41	50 00		20 50	79 00	149 50	10 25		66 10	76 35		73 15
East Lambton	1	85	85	50 00		106 50	78 85	235 35	50 37		171 34	221 71		13 64
West Lambton	1	101		50 00			49 68	99 68	12 10		20 00	32 10		67 58
North Essex	1	100		25 00			106 54	131 54	22 50		56 90	79 40		52 14
South Essex	1	65		25 00			163 86	238 86	14 30	26 44	81 80	122 54		116 32
District of Muskoka	1			100 00	50 00		23 81	123 81	4 61		53 45	58 06		65 75
District of Algoma	1	53		25 00				25 00		20 00	3 00	23 65		1 35
District of Parry Sound	1	40	40	50 00		8 20	16 89	75 09	4 63		51 20	55 83		19 26
City of Kingston	1					5 50	54 00	59 50	21 62		33 37	54 99		4 51
City of London	1			50 00		14 00	183 58	247 58	17 65	35 00	35 20	87 85		159 73
City of Ottawa	1			50 00			38 10	88 10	11 14		18 28	29 42		58 68
City of Toronto	1	151	151	50 00		37 75	55 35	243 10	8 75		81 95	90 70		152 40
Total, 1881	61	4033	2049	2950 00	200 00	1027 04	4393 60	8570 64	835 96	438 62	3102 86	4377 44		4193 20
Total, 1880	59	4214	1586	3275 00	225 00	790 20	3738 77	8028 97	757 80	1460 29	2747 76	4965 85		3063 12
Increase	2		463			236 84	654 83	541 67	78 16		355 10			1130 08
Decrease		181		325 00	25 00					1021 67		588 41		

NOTE.—In addition to the Government Grant of $2,950 to the Teachers' Association as above, the Ontario Teachers' Association received $200.

1. ADMISSION OF CANDIDATES AT COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

SCHOOLS AT WHICH EXAMINATIONS WERE HELD.	DECEMBER, 1881.						JUNE 1882.					
	CANDIDATES.						CANDIDATES.					
	Examined.	Passed.	From Preparatory Form.	From Public and Separate Schools.		From Private Schools.	Examined.	Passed.	From Preparatory Form.	From Public and Separate Schools.		From Private Schools.
				Pub.	Sep.					Pub.	Sep.	
Alexandria	12	8	3	9			30	5	1	26	3	
Almonte	21	2		15	6		24	15		24		
Arnprior	19	9		15	4		11	8	no rep't.	11		
Aylmer		no report.										
Barrie	57	28	2	52	3		97	36		87	10	
Beamsville	6	5		6			9	4		9		
Belleville	55	11		53	2		77	45		70	4	3
Berlin	35	18		35			58	27		58		
Bowmanville	39	21		39			44	32		44		
Bradford	28	7		28			30	15	2	28		
Brampton	32	18		31	1		64			64		
Brantford	82	48		73	9		85	55		79	6	
Brighton	31	7		31			23	5		23		
Brockville	30	18	2	27	1		43	32		40	3	
Caledonia	44	15	1	22	21		68	22		68		
Campbellford	28	16		28			38	16		38		
Carleton Place	34	8		30	4		62	7		62		
Cayuga	13	3		13			35	16		35		
Chatham	91	29	1	86	3	1	117	35	4	112	1	
Clinton	45	23	4	41			38	27		38		
Cobourg	40	16	12	28			79	38	2	77		
Colborne	23	1		23			24	9		24		
Collingwood	67	33		66	1		82	29	1	81		
Cornwall	32	9		31	1		57	12		51	6	

Drummondville	16	9		15	1		41	29		41		
Dundas	31	10		31			33	9		33		
Dunnville	18	13		18			20	6		18	2	
Elora	37	12		37			42	26		42		
Farmersville	45	19		45			69	34		69		
Fergus	37	10		27	10		57	30		51	6	
Galt	81	34	26	48	7		84	35	21	62	1	
Gananoque	34	16		34			44	16		44		
Goderich	47	32	8	39			45	35		45		
Grimsby	17	4	1	9	7		23	5		23		
Guelph	87	57		84	2	1	82	38		78	4	
Hamilton	167	118		165		2	124	80		124		
Harriston	44	21		44			31	21		31		
Hawkesbury	18	10		18			25	10		25		
Ingersoll	53	17		51	2		66	23		66		
Iroquois	35	10		35			34	7		34		
Kemptville	29	9		25	4		31	14		31		
Kincardine	60	28	3	57			38	17		38		
Kingston	79	24	5	62		12	53	20	10	42		1
Lindsay	65	25	1	63	1		70	27		70		
Listowel	34	15		34			26	16		26		
London	61	35	1	56	4		73	39		71	2	
Markham	22	9		22			32	11		32		
Mitchell	30	7		30			50	33		50		
Morrisburgh	37	11		37			66	23		66		
Mount Forest	27	16		27			63	38		63		
Napanee	47	13		47			72	37		71	1	
Newburgh	27	18		27			18	18		18		
Newcastle	24	14		24			18	9		18		
Newmarket	38	11		32	6		35	17	1	34		
Niagara	13	9	1	12			13	8	1	12		
Norwood	29	7		29			31	11		31		
Oakville	25	9		24	1		24	15		24		
Oakwood	42	19		42			54	36		54		
Omemee	4	2		3	1		12	10		12		
Orangeville	64	40		64			73	40		73		
Orillia	27	13	1	25	1		39	15		36	2	1
Oshawa	45	8		40	5		37	23		34	3	
Ottawa	115	44	2	113			114	34		114		
Owen Sound	70	28		69	1		70	35		68	2	

ADMISSION OF CANDIDATES AT COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

Schools at which Examinations were Held.	DECEMBER, 1881. Candidates.						JUNE, 1882. Candidates.					
	Examined.	Passed.	From Preparatory Form.	From Public and Separate Schools. Pub.	From Public and Separate Schools. Sep.	From Private Schools.	Examined.	Passed.	From Preparatory Form.	From Public and Separate Schools. Pub.	From Public and Separate Schools. Sep.	From Private Schools.
Paris	26	9	.....	24	2	.....	39	25	.....	39	.....	.....
Parkhill	72	26	.....	72	.....	.....	67	22	.....	67	.....	.....
Pembroke	30	6	.....	20	10	.....	29	22	.....	21	7	1
Perth	48	20	.....	40	8	.....	84	51	.....	84	.....	.....
Peterborough	56	17	.....	56	.....	.....	64	36	.....	64	.....	.....
Picton	59	18	.....	58	1	.....	78	48	.....	78	.....	.....
Port Dover	13	6	1	12	.....	.....	28	16	.....	28	.....	.....
Port Hope	41	28	.....	41	.....	.....	45	36	.....	45	.....	.....
Port Perry	42	15	.....	42	.....	.....	54	31	.....	54	.....	.....
Port Rowan	16	9	.....	16	.....	.....	28	14	.....	28	.....	.....
Prescott	33	16	.....	33	.....	.....	42	16	.....	40	2	.....
Renfrew	27	9	.....	21	6	.....	20	8	2	13	4	1
Richmond Hill	15	11	.....	15	.....	.....	45	19	.....	45	.....	.....
Sarnia	102	61	.....	102	.....	.....	112	63	.....	112	.....	.....
Seaforth	49	31	.....	49	.....	.....	47	24	1	46	.....	.....
Simcoe	67	18	not reported.		.....	.....	68	25	3	65	.....	.....
Smith's Falls	23	8	.....	23	.....	.....	26	6	.....	26	.....	.....
Smithville	37	13	.....	37	.....	.....	23	10	1	22	.....	.....
Stratford	117	36	.....	111	6	.....	113	33	.....	109	4	.....
Strathroy	95	45	.....	95	.....	.....	102	50	.....	102	.....	.....
Streetsville	21	4	.....	21	.....	.....	27	13	.....	27	.....	.....
St. Catharines	56	16	1	49	6	.....	53	24	.....	53	.....	.....

St. Mary's	65	25		65			52	33		47	5	
St. Thomas	108	44		107	1		160	101		158	2	
Sydenham	45	16	6	39			40	14		40		
Thorold	29	6		29			32	9		29	3	
Toronto	104	72	47	57			132	93	42	64	6	20
Trenton	29	12		27	2		17	11		16	1	
Uxbridge	14	14		14			9	9		9		
Vankleek Hill	25	7		25			24	7	no rep't.	24		
Vienna	5	1	not reported.									
Walkerton	68	28		68			81	43		81		
Wardsville	41	16		41			41	15		41		
Waterdown	34	22		34			43	23		43		
Welland	23	14	1	22			47	36	2	45		
Weston	29	6		29			28	14	1	27		
Whitby	70	33	1	69			118	46		114	4	
Williamstown	17	7		17			31	6		31		
Windsor	70	27		70			51	22		51		
Woodstock	56	36		56			80	38		80		
Summary of the foregoing:												
Collegiate Institutes	1208	587	97	1066	31	14	1370	702	76	1237	36	21
High Schools	3314	1360	34	3086	120	2	3937	1849	19	3854	58	6
Grand Total	4522	1947	131	4152	151	16	5307	2551	95	5091	94	27

2. INTERMEDIATE EXAMINATION.

Places of Examination.	Candidates Examined.	Pupils of the school examined.	Candidates from elsewhere.	Passed for Class II., Grade A.	Passed for Class II., Grade B.	Passed for Class III., (Intermediate standing).	Failed.	Subjects and Number of the Failures.																	
								Group I.			Group II.			Group III.			Group IV.								
								English Grammar.	Composition.	Dictation.	History.	Geography.	English Literature.	Arithmetic.	Algebra.	Euclid.	Natural Philosophy.	Chemistry.	Book-keeping.	Latin.	French.	German.	Group I.	Group II.	Group III.	Group IV.
Collegiate Institutes	921	701	220	78	284	129	430	26	28	9	83	12	16	78	141	29	13	20	9	68	88	8	174	177	326	59
High Schools	2115	1743	372	152	656	313	994	82	81	46	152	25	48	190	332	78	22	41	8	147	209	14	478	428	722	150
Other places	54	.....	54	.....	11	10	33	4	1	....	2	....	1	6	16	6	3	8	....	....	9	....	15	13	24	16
Total	3090	2444	646	230	951	452	1457	112	110	55	237	37	65	274	489	113	38	69	17	215	306	22	667	618	1072	225

Note.—(1.) This examination is instituted midway between the beginning and the end of the High School Course, for promotion from the Upper to the Lower School, upon the same papers as are set to candidates for Second and Third Class Certificates. Pupils who pass this examination will form the Upper School, while those who have not passed it will form the Lower School, in any High School or Collegiate Institute.

(2.) Candidates were examined in English Grammar and Etymology, Reading, Dictation, Composition, Writing, Arithmetic, Euclid, Algebra, English and Canadian History, Geography, and in one of the following branches or groups :—(*a*) Latin ; (*b*) French ; (*c*) German ; (*d*) Natural Philosophy, Chemistry and Book-keeping.

The number of those examined in the group Natural Philosophy, Chemistry and Book-keeping (Group IV.) was 1268.
" " Latin, 626.
" " French, 1,072.
" " German, 124.

Division VI.

PUBLIC SCHOOL TEACHERS' CERTIFICATES GRANTED.

1. Third Class Professional Certificates, by County Boards.

This item appears in Division III., under County Model Schools.

2. Second Class Professional Certificates, by Department.

——	Male.	Female.	Total.
Teachers who had taught three years prior to August 18, 1877	14	19	33
Ottawa Normal School	68	54	122
Toronto Normal School	103	105	208

3. First Class Professional Certificates, by Department.

——	Male.	Female.	Total.
Toronto Normal School			
Elsewhere	6	1	7

4.—Nominal List of Provincial Certificates granted by the Education Department.

Certificates granted 28th December, 1881, to Candidates who have taught 3 years prior to 17th August, 1877.

No.	Name.	2nd Class.	No.	Name.	2nd Class.
5589	Adelle M. Lazier	B	5590	Isabel Armstrong	B

Certificate granted 5th January, 1882, to Candidate who has taught 3 years prior to 17th August, 1877.

5591	Cyrus M. Rowe	B			

Certificate granted 9th January, 1882, to Candidate who has taught 3 years prior to 17th August, 1877.

5592	Charles W. Peets	B			

Certificates granted 5th January, 1882, to Candidates who passed the Professional Examination.

TORONTO NORMAL SCHOOL.

5593	George Henry Armstrong	A	5620	John Percy Ogden	B
5594	Henry Becker	A	5621	Thomas Nixon Rogers	B
5595	Isaac Day	A	5622	Alexander Smith	B
5596	David Duff	A	5623	George Wright	B
5597	Thomas Henry Follick	A	5624	Barbara Begg	B
5598	William J. Glassford	A	5625	Annie Birnie	B
5599	William Edward Groves	A	5626	Jessie Eliza Brown	B
5600	John McLellan	A	5627	Sarah Chittick	B
5601	Mary Martha Corbett	A	5628	Cecilia Gray	B
5602	Lizzie Delmage	A	5629	Janet Hamilton	B
5603	Harriet Grace Langlois	A	5630	Adeline Jenkins	B
5604	Charlotte McLeod	A	5631	Mary Johnson	B
5605	Mary Ella Vrooman	A	5632	Janet Kersell	B
5606	George Allen	B	5633	Mary Theresa Maher	B
5607	Malcolm Black	B	5634	Catherine Maley	B
5608	George Milne Brodie	B	5635	Martha Martin	B
5609	William Callin	B	5636	Isabel Eleanor Shorman	B
5610	Arthur Thompson Emmerson	B	5637	Martha Smith	B
5611	John W. Franks	B	5638	Annie McKinnon	B
5612	Duncan Hay	B	5639	Jessie Malcolm Niven	B
5613	John Hood	B	5640	Ida Phillips	B
5614	William Henry Johnson	B	5641	Margaret Ann Reid	B
5615	James H. Kerr	B	5642	Martha Rose	B
5616	Charles H. Lapp	B	5643	Mary Jane Agnes Rowe	B
5617	Robert G. Montgomery	B	5644	Helen Barbara Wilcox	B
5618	Robert H. McDonald	B	5645	Aggie McDougall	B
5619	Frank Newman	B			

OTTAWA NORMAL SCHOOL.

5646	James Crawford	A	5665	Hartman Jones	B
5647	M. Harrington	A	5666	Herbert John Leake	B
5648	G. E. Henderson	A	5667	Daniel T. McAinsh	B
5649	James A. Hutchison	A	5668	Samuel McCusker	B
5650	R. Allen Lee	A	5669	Martin O'Brien	B
5651	Charles E. Living	A	5670	W. S. Rose	B
5652	Edwin Longman	A	5671	Herbert James Sangster	B
5653	James H. Smith	A	5672	Armstrong M. Spence	B
5654	Sarah E. Folinsbee	A	5673	Louis E. Staples	B
5655	Anna Patterson	A	5674	Thomas Steele	B
5656	Mary Agnes Robinson	A	5675	James C. Turner	B
5657	Henry Miller Bawden	B	5676	Milton W. Vandewater	B
5658	Edward Byfield	B	5677	David E. Williams	B
5659	James Corrigill	B	5678	Cyrus H. Zeigler	B
5660	Francis Flannagan	B	5679	Frank Zwick	B
5661	James T. Foley	B	5680	Elizabeth Bonsfield	B
5662	William T. Good	B	5681	Margaret S. McDonald	B
5663	Thomas A. Gorman	B	5682	Sarah A. Brown	B
5664	William Inman	B	5683	Elizabeth Byfield	B

PROVINCIAL CERTIFICATES—*Continued.*

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
5684	Edith Caldwell	B	5696	Maria Oldham	B
5685	Mary Church	B	5697	Annie Perry	B
5686	Kate M. Correll	B	5698	E. M. Ridgeway	B
5687	Emily A. Crawford	B	5699	Maggie Rowe	B
5688	Madeline Givens	B	5700	Letitia Shaver	B
5689	Lucilla A. Hoffman	B	5701	Jessie D. Taylor	B
5690	Mary Hutton	B	5702	Mary Turnbull	B
5691	Madeline Jelley	B	5703	Jane Wodden	B
5692	Nellie Keough	B	5704	Alice Myers	B
5693	Mary C. Mayer	B	5705	Mary Cope	B
5694	Lizzie McFaul	B	5706	Grace Alexander	B
5695	Bella McSteven	B			

Certificate granted 23rd January, 1882, *to Candidate who passed the Professional Examination.*

5707	Mary J. Gray	B		

Certificate granted 23rd January, 1882, *to Candidate who taught 3 years prior to 17th August*, 1877.

5708	Thomas W. Kennedy	B		

Certificate granted 28th March, 1882.

5709	Thomas Campbell (1st Class A)			

Certificates granted 20th April, 1882, *to Candidates who passed the Professional Examination, March*, 1882.

TORONTO NORMAL SCHOOL.

5710	Frederick Augustus August	A	5745	Laura Amelia Harrison	B
5711	John A. Albright	A	5746	Charles McKay	B
5712	Matthew Goetz	A	5747	William Lyon MacKenzie	B
5713	Claudus A. C. Jennings	A	5748	Hesse Allanson Nicholls	B
5714	James Joseph McNamara	A	5749	Robert A. Newman	B
5715	Charles Ramage	A	5750	William Pendergast	B
5716	James Russell Stewart	A	5751	Solomon Reist	B
5717	John Wallis	A	5752	Joseph Henderson Stewart	B
5718	John Stirling	A	5753	Marshall P. Talling	B
5719	Margaret Fraser	A	5754	Walter R. Vrooman	B
5720	Elizabeth Jane Hardy	A	5755	John Ewart Irvine	B
5721	Harriet Johnston	A	5756	George Robinson Jarvis	B
5722	Helen MacMurchy	A	5757	Mary Bissell	B
5723	Mina Rose	A	5758	Rebecca R. McKenzie	B
5724	Margt. Grace Sheppard	A	5759	Jessie L. McDiarmid	B
5725	Clara Louise Telfer	A	5760	Margaret A. McCoy	B
5726	Chloe Wilson	A	5761	Rachael E. Purdie	B
5727	John Douglas Alexander	B	5762	Annie Robertson	B
5728	William James Allison	B	5763	Asenath Robinson	B
5729	Alexander Anderson	B	5764	Jennie Thompson	B
5730	David Archer	B	5765	Mary Walker	B
5731	John G. Coram	B	5766	Harriet Julia Hart	B
5732	Marcus H. Crosby	B	5767	Elizabeth Hearst	B
5733	William James Dixon	B	5768	Agnes Inglis	B
5734	Benjamin Forster	B	5769	Hannah Lund	B
5735	James Phœnix Hare	B	5770	Malena Ann Mabee	B
5736	William Henry Haight	B	5771	Caroline Martin	B
5737	Robert Augustus Hagen	B	5772	Mary Jane Merritt	B
5738	James A. Marshall	B	5773	Frances Sophia Warren	B
5739	Lucy Bowes	B	5774	Margaret H. White	B
5740	Laura Catley	B	5775	Jane Isabella Whitelaw	B
5741	Ruth Jane Clendening	B	5776	Henrietta Wilson	B
5742	Mary Cooey	B	5777	Lizzie Janetta Wrighton	B
5743	Edith Isabel Durden	B	5778	Louise Garwood	B
5744	Adeline Maxwell Harries	B	5779	Margaret L. G. Hager	B

OTTAWA NORMAL SCHOOL.

5780	Frank Andrews	A	5785	Frank Shoff	A
5781	Robert L. Marsales	A	5786	John Robert Watt	A
5782	Alexander D. Menzies	A	5787	William D. Welch	A
5783	James McLachlan	A	5788	Emma Connor	A
5784	John A. Rapp	A	5789	Jessie K. Munro	A

PROVINCIAL CERTIFICATES—*Continued.*

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
5790	Thomas H. Alton	B	5801	Ada Halliday	B
5791	George Clarke	B	5802	Agnes Morison	B
5792	Alfred Devitt	B	5803	Frances M. Misner	B
5793	Thomas B. Lapp	B	5804	Carrie L. Nelles	B
5794	William McKay	B	5805	Elizabeth O'Neil	B
5795	John Strachan	B	5806	Margaret Pidgeon	B
5796	Charles P. Wawanosh Wells	B	5807	Eliza Robertson	B
5797	Annie M. Calder	B	5808	Emily Steadman	B
5798	Adelaide Doyle	B	5809	Annie Thompson	B
5799	Charlotte L. Eckhart	B	5810	Jessie Osgoode White	B
5800	Mary J. Todd	B			

Certificate granted 22nd April, 1882, *to Candidate who passed the Professional Examination, March*, 1882.

5811	Rebecca Mary Church	A			

Certificate granted 26th April, 1882, *to Candidate who passed the Professional Examination, March*, 1882.

5812	Margaret Jane Ross Boys	B			

Certificates granted 18th May, 1882, *to Candidates who passed the Professional Examination, March*, 1882.

5813	James S. Eagleson	B	5814	Andrew Scott	B

Certificate granted 8th June, 1882, *to Candidate who passed the Professional Examination, March*, 1882.

5815	Thomas Henry Furlong	B			

Certificates granted 24th July, 1882, *to Candidates who passed the Professional Examination, June*, 1882.

TORONTO NORMAL SCHOOL.

5816	Joseph Armstrong	A	5855	William Thornton Smyth	B
5817	William Henry Alexander	A	5856	John Torrance	B
5818	Andrew Christie	A	5857	David J. Weismiller	B
5819	Enoch Emerson	A	5858	John Ferris Walker	B
5820	Archibald Graham	A	5859	Orlando White	B
5821	Ezra J. Lehman	A	5860	John Woods	B
5822	William Manson	A	5861	Robert Wade	B
5823	James Nathan McDonald	A	5862	William York	B
5824	Isabella Kirkland	A	5863	Maria August	B
5825	Georgina Linn	A	5864	Annie Maria Bax	B
5826	Isabella McKim	A	5865	Minnie Beaver	B
5827	Isabella Somerville	A	5866	Margaret Pringle Barbour	B
5828	Jane Thomas	A	5867	Margaret Halliday Black	B
5829	Alexander Butchart	B	5868	Phœbe Jane Cronk	B
5830	William Bicknell	B	5869	Jessie Craigmill	B
5831	George Bell	B	5870	Nina Rebecca Conger	B
5832	Donald C. Cameron	B	5871	Ada M. Cullen	B
5833	William Chambers	B	5872	Jeannie Davidson	B
5834	Amos Dale	B	5873	Nazarine H. Dalley	B
5835	Charles Elliott	B	5874	Sara Duncan	B
5836	Herbert W. Foster	B	5875	Elizabeth Dunham	B
5837	Charles Gordon Fraser	B	5876	Christina Field	B
5838	Alexander Gillespie	B	5878	Martha Wallace Hogg	B
5839	George Harrison	B	5879	Margaret Harris	B
5840	John Gibson Hackney	B	5880	Maggie Hobson	B
5841	Thomas R. Hogg	B	5881	Jeanie Knox	B
5842	James Harris	B	5882	Annie Matheson	B
5843	John James M. Keirman	B	5883	Alfaretta Marshall	B
5844	Charles James	B	5884	Estella Markle	B
5845	Charles Robert Kilkenny	B	5885	Ella McKinney	B
5846	John Matthews	B	5886	Jessie Louisa McNaughton	B
5847	Archibald McVicar	B	5887	Annie McQuarrie	B
5848	Robert McColgan	B	5888	Margaret Macdonald	B
5849	Clement McIlhargy	B	5889	Catharine Patton	B
5850	Angus A. Mackenzie	B	5890	Mary Samson	B
5851	Joseph William Rowan	B	5891	Annie Walker Troup	B
5852	Frank Reid	B	5892	Amelia F. Wisser	B
5853	James William Smith	B	5893	Jennie Foote	B
5854	John Alexander Sangster	B			

PROVINCIAL CERTIFICATES—*Continued.*

OTTAWA NORMAL SCHOOL.

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
5894	John Augustine McCann	A	5908	Robert Stothers	B
5895	William Robeson	A	5909	Alfred Skippen	B
5896	Samuel Pitman Reynolds	A	5910	William J. Stevenson	B
5897	Emma A. Shears	A	5911	Henry Rochelean	B
5898	John A. Curtis	B	5912	William A. Smith	B
5899	William Cook	B	5913	George Nelson Wait	B
5900	Monocton Chesebro	B	5914	Rebecca Brammer	B
5901	Frank E. Goodwin	B	5915	Kate Collins	B
5902	William Alexander Hoath	B	5916	Josephine Langford	B
5903	Herbert M. Faul	B	5917	Margaret McKechnie	B
5904	William Hamilton	B	5918	Elizabeth Pitcher	B
5905	Alexander Johnston	B	5919	Mary Summers	B
5906	George Lamb	B	5920	Emma J. Thompson	B
5907	James H. Sanderson	B			

Certificates granted 24th July, 1882, to Candidates who passed the Professional Examination, June, 1882.

5921	John McMaster	A	5922	Emma D. Fawell	A

Certificate granted 17th August, 1882, to Candidate who has taught 3 years prior to 17th August, 1877.

5923	Jennie Rogers	B			

Certificates granted 31st August, 1882, to Candidates who have taught 3 years prior to 17th August, 1877.

5924	Maggie P. Symington	B	5926	James M. Nicol	B
5925	Florence H. Sangster	B	5927	Neil A. McGillivray	B

Certificate granted 31st August, 1882, to Candidate who passed the Professional Examination, December, 1881.

5928	Luellen Williams	A			

Certificates granted 31st August, 1882, to Candidates who passed the Professional Examination, July, 1882.

5929	Thomas Jas. Walrond	(First Class A)	5932	Harriet Johnston	(First Class C)
5930	John McLaughlin	(First Class A)	5933	John Elliott	(First Class C)
5931	Welbern Atkin	(First Class A)	5934	William R. Lough	(First Class C)

Certificates granted 5th September, 1882, to Candidates who have taught 3 years prior to 17th August, 1877.

5935	Maggie Sinclair Reid	A	5936	Alice Baker	B

Certificate granted 5th September, 1882, to Candidate who passed the Professional Examination, June, 1882.

5937	Robert B. Horsburgh	B			

Certificate granted 7th September, 1882, to Candidate who has taught 3 years prior to 17th August, 1877.

5938	Adeline Graham	A			

Certificates granted 15th September, 1882, to Candidates who have taught 3 years prior to 17th August, 1877.

5939	John B. Shotwell	A	5940	Annie Shea	B

Certificate granted 21st September, 1882, to Candidate who has taught 3 years prior to 17th August, 1877.

5941	John McIntosh	B			

Certificate granted 26th September, 1882, to Candidate who has taught 3 years prior to 17th August, 1877.

5942	R. J. Trumpour	B			

Certificates granted 4th October, 1882, to Candidates who have taught 3 years prior to 17th August, 1877.

5943	Jas. S. McNamara	A	5944	C. C. Collins	B

PROVINCIAL CERTIFICATES—*Continued.*

Certificates granted 20th October, 1882, to Candidates who have taught 3 years prior to 17th August, 1877.

No.	NAME.	2nd Class.	No.	NAME.	2nd Class.
5945	Thomas W. Kennedy	A	5947	Jessie Fraser	B
5946	Helen Louisa Garner	B	5948	John A. Young	B

Certificates granted 10th November, 1882, to Candidates who have taught 3 years prior to 17th August, 1882.

5949	Annie E. Fuller	B	5950	Mary Stuart	B

Certificate granted 21st November, 1882, to Candidate who has taught 3 years prior to 17th August, 1882.

5951	Julia M. Smith	A

Certificate granted 22nd November, 1882.

5952	Mrs. Amy Guthrie	B

Certificate granted 28th November, 1882, to Candidate who has taught 3 years prior to 17th August, 1877.

5953	Margaret Jane Mills	B

Certificate granted 5th December, 1882, to Candidate who has taught 3 years prior to 17th August, 1877.

5954	Christina Somerville Clarke	B

Certificates granted 12th December, 1882, to Candidates who have taught 3 years prior to 17th August, 1877.

5955	John H. Moffatt	B	5957	Mary Bell	B
5956	Janet E. Sinclair	B			

Certificates granted 16th December, 1882, to Candidates who have taught 3 years prior to 17th August, 1877.

5958	Alex. H. Watson	B	5959	Janet Cameron	B

Certificate granted 29th December, 1882, to Candidate who had taught 3 years prior to 17th August, 1877.

5960	Lizzie Stirton	B

5.—Third Class Certificates Extended by the Minister of Education during the Year 1882.

No.	COUNTIES.	1882.
1	Glengarry	35
2	Stormont	15
3	Dundas	3
4	Prescott	17
5	Russell	
6	Carleton	7
7	Grenville	3
8	Leeds	18
9	Lanark	17
10	Renfrew	33
11	Frontenac	27
12	Lennox and Addington	1
13	Prince Edward	5
14	Hastings	23
15	Northumberland	9
16	Durham	..
17	Peterborough	1
18	Haliburton	..
19	Victoria	19
20	Ontario	2
21	York	17
22	Peel	7
23	Simcoe	16
24	Halton	7
25	Wentworth	13
26	Brant	7
27	Lincoln	17
28	Welland	19
29	Haldimand	11
30	Norfolk	27
31	Oxford	7
32	Waterloo	3
33	Wellington	20
34	Dufferin	4
35	Grey	45
36	Perth	10
37	Huron	30
38	Bruce	17
39	Middlesex	17
40	Elgin	16
41	Kent	36
42	Lambton	19
43	Essex	20
	District of Algoma	1
	Total	621

6.—Temporary Certificates Authorized by the Minister of Education during the Year 1882.

No.	COUNTIES.	1882.
1	Glengarry	7
2	Stormont	2
3	Dundas	9
4	Prescott	69
5	Russell	
6	Carleton	..
7	Grenville	4
8	Leeds	23
9	Lanark	2
10	Renfrew	21
11	Frontenac	10
12	Lennox and Addington	2
13	Prince Edward	2
14	Hastings	34
15	Northumberland	4
16	Durham	..
17	Peterborough	..
18	Haliburton	..
19	Victoria	4
20	Ontario	..
21	York	3
22	Peel	..
23	Simcoe	5
24	Halton	..
25	Wentworth	..
26	Brant	2
27	Lincoln	..
28	Welland	..
29	Haldimand	..
30	Norfolk	6
31	Oxford	1
32	Waterloo	2
33	Wellington	1
34	Dufferin	..
35	Grey	12
36	Perth	..
37	Huron	4
38	Bruce	4
39	Middlesex	2
40	Elgin	..
41	Kent	2
42	Lambton	6
43	Essex	5
	Districts of Algoma and Parry Sound	1
	Total	249

7. Superannuated Teachers.

Continued from last Report.

1. *Pensions granted during 1882.*

No.	NAME.	Age.	Years of Teaching in Ontario.	Amount of Superannuation Allowance.
				$ c.
654	William Fleming	41	17½	122 50
662	Catharine H. Gould	68	27	162 00
663	Samuel Megaw	62	32	219 00
664	Noah Herring	58	14	84 00
665	John McLean	57	32	192 00
666	Mrs. Phœbe W. Biggar	53	15	90 00
667	Miss Martha Bullock	61	30	180 00
668	Michael M. O'Brennan	43	18	108 00
669	Emma R. Regan	46	27	162 00
670	Robert B. Walker	45	13	78 00
671	F. S. B. Wonch	53	23	138 00
672	John Rogers	75	26	136 50
673	Thomas Watson	56	33	198 00
674	Alfred W. Dinsdale	51	19½	117 00
675	Hugh Armstrong, Sr	66	26	156 00
676	Wm. R. Bigg	60	26½	175 50
677	Alexander Stewart	57	13	78 00
678	Duncan C. McKinnon	61	28½	171 00
679	D. L. Hankinson	49	13½	81 00
680	Hugh Lucas	57	30½	183 00
681	William McNaughton	63	10	60 00
682	William M. Kiernan	44	18½	126 50
683	David Baptie	60	31	186 00
684	Stewart Moag	59	25	150 00
685	Robert McMillan	34	12	81 00
686	Samuel M. Logan	60½	20½	123 00
687	Edward T. Croule, M.A	61	24	168 00
688	William Skelton	63	14½	87 00
689	William McKee, B.A	61	10	70 00
690	Jonathan Varcoe	51	22	132 00
691	Jane Longworth	59	18	108 00
692	William Henry Finney	65	37	222 00
693	Dongald McAlpine	57	28½	171 00
694	Martin Gormley	62¾	15	90 00

During 1882, $3,660.10 were returned to subscribers withdrawing from the Fund, being one half of amount subscribed, by virtue of section 168 of the Public Schools Act.

2. *Summary for Years 1876 to 1882.*

Year.	No. of Teachers on List.	Expenditure for the year.	Gross contributions to the Fund.	Amount refunded to retiring Teachers.	Net contributions and what per cent. of payments.	
		$ c.	$ c.	$ c.	$ c.	Per cent.
1876	266	31,768 82	12,647 25	1,252 83	11,394 42	35
1877	293	35,484 35	14,283 25	1,576 07	12,707 18	35
1878	339	41,318 95	13,767 12	1,591 64	12,175 48	29
1879	360	43,774 50	14,064 84	2,237 79	11,827 05	27
1880	391	48,229 13	15,816 45	3,252 92	12,563 53	26
1881	399	49,129 43	14,197 75	2,872 13	11,325 62	23
1882	422	51,000 00	13,501 08	3,660 10	9,840 98	19

8. Teachers Retired from the Profession during 1882.

Counties.	Teachers retired.	Counties.	Teachers retired.
Glengarry	1	Brant	7
Stormont	3	Lincoln	9
Dundas	4	Welland	9
Prescott and Russell	2	Haldimand	5
Carleton	11	Norfolk	12
Grenville	2	Oxford	12
Leeds	2	Waterloo	12
Lanark	5	Wellington	14
Renfrew	8	Dufferin	5
Frontenac	6	Grey	12
Lennox and Addington	2	Perth	11
Prince Edward	10	Huron	21
Hastings	13	Bruce	12
Northumberland	6	Middlesex	17
Durham	8	Elgin	5
Peterborough	4	Kent	15
Victoria	10	Lambton	14
Ontario	17	Essex	7
York	24	Algoma	1
Peel	7	Muskoka	3
Simcoe	13		
Halton	3		
Wentworth	9	Total	374

Division VII.

INSPECTION OF PUBLIC, SEPARATE AND HIGH SCHOOLS.

1.—Public School Inspection.

1. *List of Public School Inspectors.*

NAME.	JURISDICTION.	POST OFFICE.
Donald McDiarmid, M.D.	Glengarry	Athol.
Alexander McNaughton	Stormont	Newington.
Arthur Brown	Dundas	Morrisburg.
Wm. J. Summerby	Prescott and Russell	Russell.
Odilon Duford	" Assistant for French Schools	Curran.
Rev. John May, M.A.	Carleton	Ottawa.
Rev. George Blair, M.A.	Grenville and Town of Prescott	Prescott.
William R. Bigg	Leeds No. 1	Brockville.
Robert Kinney, M.D.	Leeds No. 2, and Town of Brockville	"
F. L. Michell, B.A.	Lanark and Towns of Almonte, Perth and Smith's Falls	Perth.
R. G. Scott, B.A.	Renfrew, Town of Pembroke, and District of Nipissing	Pembroke.
John Agnew, M.D.	Frontenac	Kingston.
Frederick Burrows	Lennox and Addington, and Town of Napanee	Napanee.
Gilbert D. Platt, B.A.	Prince Edward and Town of Picton	Picton.
William Mackintosh	N. Hastings	Madoc.
John Johnston	S. Hastings, and City of Belleville and Town of Trenton	Belleville.
Edward Scarlett	Northumberland and Town of Cobourg	Cobourg.
John J. Tilley	Durham, and Towns of Bowmanville and Port Hope	Bowmanville.
James Coyle Brown	Peterborough	Norwood.
C. D. Curry, B.A.	Haliburton	Minden.
James H. Knight	E. Victoria and Town of Lindsay	Lindsay.
Henry Reazin	W. Victoria	Linden Valley.
James McBrien	Ontario and Town of Whitby	Myrtle.
John Hodgson	S. York	Yorkville.
David Fotheringham	N. York and Town of Newmarket	Aurora.
Donald J. McKinnon	Peel and Town of Brampton	Brampton.
Rev. William McKee, B.A.	S. Simcoe and District of Muskoka	Barrie.
James C. Morgan, M.A.	N. Simcoe, and Towns of Barrie, Orillia and Penetanguishene	"
Robert Little	Halton, and Towns of Milton and Oakville	Acton.
Joseph H. Smith	Wentworth, City of Hamilton and Town of Dundas	Ancaster.
Michael Joseph Kelly, M.D.	Brant, City of Brantford and Town of Paris	Brantford.
James B. Grey	Lincoln	St. Catharines.
James H. Ball, M.A.	Welland and Town of Thorold	Thorold.
Clarke Moses	Haldimand	Caledonia.
James J. Wadsworth, M.A., M.B.	Norfolk and Town of Simcoe	Simcoe.
William Carlyle	Oxford, and Towns of Ingersoll, Tilsonburgh and Woodstock	Woodstock.
Thomas Pearce	Waterloo, and Towns of Berlin and Galt	Berlin.
David P. Clapp, B.A.	N. Wellington, and Towns of Harriston, Listowel and Mount Forest	Harriston.
J. J. Craig	S. Wellington and Town of Orangeville	Fergus.
Thomas Gordon	W. Grey and Town of Owen Sound	Owen Sound.
William Ferguson	S. Grey and Town of Durham	Priceville.
Andrew Grier	E. Grey	Thornbury.
William Alexander	Perth and Towns of Palmerston and Stratford	Stratford.
John R. Miller	S. Huron and Town of Goderich	Goderich.
Archibald Dewar	N. Huron and Towns of Clinton, Seaforth and Wingham	Seaforth.
W. S. Clendening	E. Bruce and Town of Walkerton	Walkerton.
Alexander Campbell	W. Bruce and Town of Kincardine	Kincardine.
John Dearness	E. Middlesex and Town of London East	London.
Joseph S. Carson	W. Middlesex	Strathroy.

List of Public School Inspectors.—Continued.

NAME.	JURISDICTION.	POST OFFICE.
A. F. Butler	Elgin	St. Thomas.
Edmund B. Harrison	E. Kent, and Towns of Bothwell, Dresden and Ridgetown	Ridgetown.
Wilmot M. Nichols, B.A.	W. Kent	Blenheim.
Charles A. Barnes, B.A.	Lambton No. 1, and Town of Petrolea	Forest.
John Brebner	Lambton No. 2, and Town of Sarnia	Sarnia.
Theodule Girardot	Essex No. 1, and Town of Sandwich	Sandwich.
D. A. Maxwell	Essex No. 2, and Town of Amherstburgh	Amherstburgh.
Peter MacLean	Districts of Algoma and Parry Sound	Milton.
James L. Hughes	City of	Toronto.
Rev. Robert Torrance	"	Guelph.
W. G. Kidd	"	Kingston.
J. B. Boyle	"	London.
John C. Glashan	"	Ottawa.
John H. McFaul	"	St. Catharines.
John McLean	"	St. Thomas.
Rev. A. McColl	Town of	Chatham.
Rev. R. Rodgers	"	Collingwood.
R. B. Carman, M.A.	"	Cornwall.
Rev. Geo. Washington	"	Meaford.
John M. Moran	"	Mitchell, St. Marys, } Stratford P.O.
John Rogers	"	Niagara.
Rev. James Gordon, M.A.	"	Niagara Falls.
Rev. S. H. Eastman	"	Oshawa.
James Stratton	"	Peterborough.
G. W. Ross, M.P.	"	Strathroy.
Thomas Hilliard	"	Waterloo.
Richard Harcourt, B.A., M.P.P.	"	Welland.
J. C. Patterson, M.P.	"	Windsor.

Roman Catholic Separate School Inspector,

James F. White, Trenton.

2. *Extracts from Reports of Public School Inspectors for 1881.*

United Counties of Prescott and Russell.

Extract from Report of W. J. Summerby, Esq., Inspector.

Teachers' Salaries and Certificates.—The figures shew a slight increase under the head of salaries, but I find that the average salaries paid in the counties are still only about three fourths of the average for the Province. Labourers and domestic servants are paid higher wages than many of our teachers, and as a consequence, we are continually losing the most progressive members of the profession, who either "go west" or turn their attention to some more lucrative employment.

To keep up our supply of qualified teachers, we should have each year about forty candidates for the Model School course. Instead of this, we had in 1881 just four teachers-in-training. Formerly, many of our teachers received their literary training at the best Public Schools of the counties, but since the new subjects have been required from Third Class teachers, few of our Public Schools are able to do the work, and in future it will have to be done by the two High Schools.

These schools, which are both situated in the eastern part of the inspectorate, are largely local; I know of but one pupil from the County of Russell. The inducements in the way of salary are so small that parents will not incur the expense of paying a pupil's board for the time that would be necessary for him to attend the High School to prepare himself for passing the Intermediate.

Our Model School has been doing excellent work, but we have not the material for that institution to work up into teachers. There is no denying the fact that we are educationally a decade, at least, behind the western part of the Province. Relatively we are further behind than we were in 1871. The Third Class Examination, as held prior to 1878, with the Model School training would, I think, do more for the cause of education in these counties than the present system is doing or is likely to do for years to come. We are not educating half enough teachers to keep up the supply, and as our salaries are about a hundred dollars below the average we cannot induce teachers to come from other counties.

French Schools.—We have now over sixty French schools. The teachers of these schools hold either temporary certificates or extensions, and are nearly all untrained. As our French population does not generally take advantage of the education offered by our High Schools, we have to depend on the Province of Quebec for our supply of French teachers, and the standard of education there is so much lower than it is in Ontario that few of them are able to pass our Third Class Examination. It is highly desirable that some provision be made for the education and training in the counties, of our French teachers.

School Houses, etc.—Four new school houses, two brick, one frame and one log, were built during the year, and trustees are making preparations for building several this year.

The houses are in general poorly ventilated, proper outbuildings are rarely provided, and but few of the yards are fenced.

School Grants, etc.—So great has been the difficulty in obtaining qualified teachers at the usual salaries, that there has been, I am sorry to notice, on the part of some trustees, a disposition to engage an unqualified teacher and forfeit the grants. The amount received from the School Fund by the weaker sections is so small that in some of them the engagement of an unqualified, cheap teacher would be quietly acquiesced in by the people.

Until the introduction of Township Boards, or the equalization in some way of school taxation, it would, I think, be no more than justice to small schools to divide the school grants equally among the schools of a township.

School Work.—Most of our teachers who have received a professional training are doing fair, some of them excellent work, but I am every day more and more persuaded that much of the money paid to teachers holding "permits" is wasted.

Teachers' Associations.—Our Teachers' Associations—we have one for each county—are doing a good work. During the year we received valuable aid from Mr. Buchan, High School Inspector, and the Rev. J. May, M.A., Inspector of Carleton.

In conclusion I may say that it is my intention to hold, during the course of the year, a series of meetings in the counties for the purpose of discussing the educational outlook.

County of Lanark.

Extract from Report of F. L. Michell, Esq., B.A., Inspector.

The Financial Condition of the schools of the county may be represented as follows:

Total receipts from all sources, 1881	$44,187 10½
Total payments, 1881	39,542 28

The highest salary in the county ($650) was paid to the head master of the Carleton Place Public School. The lowest was $190. The average annual salary for male teachers for 1881 was $267; and for females, $184.

Teachers.—One hundred and forty-two teachers were employed in the schools of the

townships and incorporated villages of this county during 1881. These may be classified as follows:

Provincial First Class	2
" Second Class	11
Old County First Class	5
New County Third Class	120
Temporarily certificated	4
	142

We shall require about sixty additional teachers for 1883. Our High Schools will do well if they pass forty, and the remaining twenty will have to be made up by granting *extension Third Class Certificates or permits.* The standard at present is so high that few pass with less than a year and a half or two years' attendance at a High School. This entails expense and shuts out many who would, under more favourable circumstances, be candidates for teachers' certificates. Our small rural schools could be conducted by teachers of a lower grade. As it is at present, the small salary which the trustees are able to offer is a poor inducement to many years of training and a final severe examination test.

School Accommodation.—One hundred and thirty-three is the number of school houses in the county for 1881. These may be classified as follows:—Brick, 7; stone, 17; concrete, 2; frame, 70; log, 37. They are all freehold with one exception, and generally well adapted for the purpose intended. Large and well ventilated rooms are the rule rather than the exception, but due attention is not paid to the matter of cleanliness. I am happy to state, however, that a better order of things is rapidly taking place, many trustees having secured, and more having promised to secure, better seating accommodation as soon as possible. The desks and seats can be characterized "very bad" in only five schools in the county.

The school sites have, in too many cases, been ill chosen, the only factor which seems to have had weight with those who located them being cheapness.

School Population and Pupils.—The entire school population of the county for 1881 was reported as 7,008. As to sexes, there were 3,734 males and 3,274 females. The report shows five hundred and thirty-six children of school age who have not attended any school during 1881.

Attendance.—The total number of legal teaching days for 1881 was 222. The average for the whole county was 215. In justice to our county it must be remembered that many of the schools were closed during the earlier part of the year, owing to the prevalence of measles and other contagious diseases.

We see that 3,114 of the pupils, entered upon the daily register, have not attended four months. Irregular attendance is undoubtedly the weak point of our school system. I have taken special care to bring this matter before the local School Boards, and as a consequence it was made a subject of discussion at many of the annual meetings and in not a few cases notice was given that the compulsory clause would be put into operation, if found necessary, during the current year (1882).

Classification of Pupils.—The pupils in attendance at the Public Schools during 1881 may be grouped as to their respective classes, thus: Number in First Reading Book, 2,231; number in Second Reading Book, 1,604; number in Third Reading Book, 1,976; number in Fourth Reading Book, 1,053; number in Fifth Reading Book, 144; total, 7,008.

The comparatively small number of Fifth Class pupils is accounted for by the fact that a great number leave the Public for the High Schools as soon as they pass the Entrance Examination—a test equivalent to an admission examination to the Fifth Class. The recognized efficiency of the three High Schools of the county and of the Collegiate Institute of the Town of Perth forms an additional incentive whenever pupils are desirous of pursuing a more extensive course of study than that usually given in a Public School.

The Second and Third Readers of the present series are, in the main, fairly adapted for the purpose; but the Primer and Fourth are not satisfactory. Frequent change of text-books is productive of much discontent and confusion; nevertheless if circumstances

really warrant a change, it is better, for obvious reasons, to make it as soon as possible. Some seem to incline towards the authorization of more than one series, but such a step would be undesirable, because in Ontario, as in almost every country of small proprietors, change of abode is frequent, and a corresponding change of text-books would prove a burden. Besides, the poorer classes are most subject to these "flittings," and these are the ones whose interest should be considered in any contemplated change.

The opinion seems nearly general that too many subjects are taught, or rather attempted, in our schools. Like many other popular errors, this one vanishes as soon as the test of facts is applied.

Physical and Moral Training.—The importance of this matter cannot be overestimated. We are often told that the pupils in our rural schools get sufficient training at home. Exercise they may receive, but not such as to produce physical development. The body, like the mind, can be abnormally developed in certain directions. How often do we see the powerful, muscular man a prey to consumption or other pulmonary complaint, engendered it may be by a neglect or ignorance of the simplest rules of health. The importance, nay, the necessity of having a regular supply of fresh air, well ventilated dwelling and sleeping rooms, etc., should be especially dwelt upon by the masters of Model Schools to the teachers-in-training, and by these in their turn to their pupils. A course in drill and calisthenics should be required from candidates for Third Class Teachers' Certificates. The erect head and manly, upright carriage are too often taken as evidence of conceit, whereas these are the conditions under which the important though unseen organs of the body can most readily and effectually discharge their functions. When visiting the Normal School recently, I was much struck with the upright, manly appearance of the pupils of the Model School in connection with that institution. I was informed that this very desirable result was due to the custom which prevails there of frequently performing the extension motions, sometimes in the midst of the recitations.

No direct attention is paid to the moral education of our children in the Public Schools. In this county 117 schools are opened and closed with prayer; in 69 the Ten Commandments are repeated weekly, and in one only is religious instruction given by a clergyman. In undenominational schools like ours dogmatic teaching would be out of place, but the careful teacher is ever ready to drop the wise and seasonable word. Society is becoming more convinced that the future character of the people depends, to no small extent, on the present character of our schools. Our great practical educationists are commencing to look upon the Public School system as the "hope of the age," if it educates not merely in letters and figures, but in right habits, moral and industrial, and in correct principles, moral, social, and civil.

The Public School Libraries are in a wretched condition. They consist of 3,036 tattered volumes, which are seldom read. A pupil's education is not completed when he takes leave of the school master and school discipline. Under the most favourable circumstances, he has simply acquired the power of making use of his faculties. But the means to this end are books, and books of the right sort are not available. Hence the fondness, in too many cases, for "street corner meetings," and finally bar-room convivialities.

Prizes.—It might not be out of place to insert a few practical hints which should be followed by those to whom this important matter is entrusted. (*a*), Make no presents; let every prize be merited. (*b*), Avoid general prize-giving; let the prizes be not too many, and carefully selected. (*c*), Give ample notice—the longer the better—of the fact that prizes will be distributed at a certain date. (*d*), Keep an honest and careful record of the marks, and let the record be open to the occasional inspection of the pupils interested.

School Visits.—It is to be regretted that trustees, parents, local clergymen and others interested in the cause of education, do not visit our schools more frequently.

Shortened Vacations.—Only a very few schools in this locality were opened on the third of August, although the amendment of 1880 was duly published in all the county papers. In these cases the attendance was very small, and the teachers very dissatisfied at being submitted to additional expense for boarding, etc., for no additional recompense.

Cram.—Whatever may be the condition of the schools in other counties, I can safely affirm that this evil (if evil it be) has no existence within this Public School Inspectorate. I have yet to see the pupil whose health has been impaired by a severe course of systematized study. It is a maxim in life that, in order to accomplish certain results, prolonged and constant effort is necessary. I am certain that trustees and parents, cognizant of the facts of the case, would be well pleased at seeing a little more pressure brought to bear in our Public Schools.

Grading and Promotion.—The pupils of our rural Public Schools are seldom promoted by a test examination. The system of "uniform promotion examinations" would work very well in our more prosperous townships, but could not be very satisfactorily carried out in backward and sparsely peopled localities.

Model School.—Nineteen teachers-in-training attended the Model School during 1881, and received certificates. This school is doing a good work for the county, and is, I believe, deservedly popular. The curriculum of study might be made to include drill and calisthenics with advantage—subjects not generally taught in our Public Schools.

Teachers' Association.—Two meetings were held during 1881, one in May and one in October. Both sessions were well attended, and instruction was given and received in theoretical and practical work by the reading and discussion of papers on various matters. In order to secure full attendance, and enable every teacher in the county to participate, the meetings of the Association are held in Perth and Almonte alternately.

In conclusion, I beg to submit a few words explanatory of the manner in which I do the work of inspection. I endeavour, so far as time will permit, to examine the various classes in all the subjects prescribed. I do not demand a critical knowledge or a readiness to solve "catches," but insist upon a good, thorough drill on the work undertaken. The examination of the more advanced classes is mainly conducted on slates, whilst the junior classes are submitted to an oral test. At the close, a written report is sent to the Secretary of the Board of Trustees.

County of Hastings—North.

Extract from Report of William Mackintosh Esq., Inspector.

Schools.—The number of schools and departments in operation was 97.

Salaries.—The salaries paid were as follows :—

Average salary paid to male Teachers for 1880	$347 29
Decrease	$ 13 60
Average salary paid to female Teachers for 1880	$242 14
Decrease	$ 4 95

Qualification of Teachers.—Of the teachers employed in these schools, 1 had a Provincial First Class Certificate, 16 had Provincial Second Class Certificates, 56 had Third Class Certificates, and 24 had special certificates.

Scholarship, matured and disciplined judgment, thorough acquaintance with child-nature, knowledge of the principles of education and the best methods of instruction, are but some of the possessions which the real teacher must have. These he does not receive by inheritance. They can only be obtained after years of study, discipline and experience. Our schools are rapidly falling into the hands of young men and women. Teachers of experience and well-earned reputation are rapidly going into other and more remunerative professions. The schools can never attain to a high state of excellence until men of high character and teaching force are induced to make the work of teaching a life work.

Time for which the Schools were kept open.—The average time in the whole district was 185 days.

School Population and Attendance.—The number of persons between the ages of 5 and 16 resident in the Riding was 5,517. Five thousand three hundred and twenty-seven pupils of all ages attended our schools during the year.

Irregularity of attendance is the greatest of the many hindrances to the progress of our schools. The evils which result from it cannot easily be exaggerated. That so much progress is made in spite of it speaks volumes for the ability of the pupils and for the industry, perseverance and skill of the teachers.

Classification.—As announced in my last report, a system of Uniform Promotion Examinations has been instituted in connection with the schools, in the southern townships of the Riding. In July and December, examinations for testing fitness for promotion to the Junior Third, Senior Third, Junior Fourth, Senior Fourth, and Fifth classes were held. In the examination for promotion to the Fifth class, the papers set for the examination for admission to the High Schools are used. For a supply of them we are indebted to the kindness of the Minister of Education.

These examinations are not competitive in their character. Their primary object is to test fitness for promotion to a higher class, but, in doing this, they also, in the most effective manner, gauge the character of the work done in the schools. The expenses connected with the examinations have been defrayed partly by the school furnishing candidates and partly by the Teachers' Association. The success of the system is due to the intelligent interest taken in the examinations by the people and the hearty and, in many cases, self-sacrificing support given to them by the teachers. No little good has already accrued from the system.

Financial.—A good deal has been said about the expensive character of our school system. A close examination of the subject proves that the charge is not well-founded. Is $5.51—the average for this county—too much pay for a year's schooling for a child? Is it enough? Omitting from the calculation the sums received from the Legislature, the average cost was but $4.91 per pupil. No right-minded and intelligent person will say that this is burdensome when the important object for which it was expended is borne in mind.

Upon the nature of the work done in our schools depends, to a greater extent than is generally admitted, the character of the next generation of men and women and the future status of the country. These colleges for the common people should be liberally sustained. We are all proud of our school system, and yet, in 1880, the whole sum granted to the Public Schools of the Province by the Legislature was but 51 cents per pupil. Twice that sum would not be too much. Should not the subject of increased Legislative aid to Public Schools be agitated?

Teachers' Examinations.—Owing to the greatly increased difficulty of the teachers' non-professional examination, only four candidates were successful, and, of these, three were, on account of youth and other causes, not eligible for certificates.

Model School.—Six teachers received professional training in the Madoc Model School in 1881, and were awarded certificates at the professional examination.

I had much reason to be pleased with the character of the work done during the session.

In spite of the obstacles to which I have referred, the majority of the schools made progress of a very satisfactory kind during the year, and the visits I have made in 1882 warrant the belief that the rate of progress will not be lessened.

County of Haliburton.

Extract from Report of C. D. Curry, Esq., Inspector.

It affords me pleasure to state that during the year school matters have worked with tolerable smoothness, there being but two cases in which personal matters have been allowed to interfere with the success of the schools.

The chief point of interest during the year has been the working of the Township Board system in the Township of Lutterworth. After careful consideration and consultation the newly elected Board of Trustees determined that in order to provide for the educational wants of the township, it would be necessary to establish three new schools. Three neat frame school houses were accordingly erected at a cost of about $750, inclusive of furniture. These were opened for a short period during the year, and as a consequence of the action of the Board, sixty-seven children have now the opportunity of acquiring an education, who, under the old state of affairs, would most likely have grown up without any school training whatever. If the life of the School Board should not exceed the shortest period permitted by statute, it will nevertheless have accomplished a good work for Lutterworth. Although this result has not been brought about without considerable feeling between the Board and the people, I have reason to believe that the action of the Board would be upheld by the majority of the ratepayers to-day.

Notwithstanding the efforts that have been made to provide educational facilities, the report shews a large number of children between the ages of seven and twelve, either not attending school at all or attending for less than four months in the year, while in many instances, the inability of parents to clothe their children properly, especially during the winter months, may be reasonably alleged as an excuse for such non-attendance; there are many others in which carelessness and indifference on the part of parents is at the root of the trouble. In order to lessen the evil as much as possible, I have prepared, and will shortly forward to the Trustees of each school, a circular giving a concise summary of the compulsory clauses of the Schools Act, and calling upon trustees to enforce the law where in their judgment this should be done.

Two meetings of the Teachers' Association have been held during the year, at each of which the attendance has been fair, and the work done of a character to profit the schools. The Association Library (supplemented by the grant of books from the department) has been fully used.

The supply of duly qualified teachers is at present not equal to the demand. The meagre salaries paid in most of the rural sections of this county are not sufficient to induce teachers from the more settled portions of the Province, to accept situations in this county. I regret that I shall be obliged to issue "*permits*," in a few cases in order to fill the schools,

I cannot conclude this report without thanking the department for the very liberal manner in which it has treated the schools of this county, in the way of aid from the Poor School Fund. Without this aid many of our schools could not be opened, and others could be kept open for a short period only, and at considerable sacrifice. I have also to bear testimony to the interest taken in the schools by all connected with their management, whether parents, teachers, trustees or municipal councils. It is to be hoped that this interest may continue, as much remains to be done before our schools will occupy their proper position in the community.

County of Ontario.

Extract from the Report of James McBrien, Esq., Inspector.

I am glad I can report progress in every department of education. There is very much more intelligent attention paid to ventilation, temperature, cleanliness, and manly sports; therefore the conditions necessary to promote physical education are being secured to a great extent. The idea is fast coming to the front that the knowledge of the hygienic laws is infinitely more important than that of Latin, Greek, or even of Mathematics.

Æsthetic education is creeping along inch by inch. Maple trees, evergreens, and flowers are planted out more in the play-ground; and thus the school house and its surroundings are more attractive. The children delight to attend such schools.

Entrance Examinations.—My own experience is that success at these examinations

is the result of intellectual teaching, and failure that of cram, for it is blind, deaf and dumb. I think it is quite practicable to make these examinations subservient to the cause of education by framing questions adopted to the average candidate. In my opinion to hold them annually is sufficient.

The Bible in Schools.—The course of moral instruction pursued in the Public Schools at present is too fitful and hap-hazard. It is good, as far as it goes, but does not meet the full demands of the subject. The true educator feels the need of the motives, the principles and the ideals which the Bible furnishes, in order to lay the foundation of morality.

It is manifest that we have no right to interfere with any man's creed or views. This would tend to rend in pieces our Public School system. There is a common platform of belief between the churches. Let there be a conference of the leading men of the different denominations to determine the common subjects: these can be incorporated in the new readers; thus the teacher will be furnished with ample means to found and perfect the moral education of his pupils, and cause it to move abreast with the other departments.

The cause of moral education can be vastly promoted by discarding certain parts of history now taught, and limiting consideration to the social, religious and political aspects of the subject. Let these be compared with each other in the different periods, and the subject will become "philosophy teaching by example" in the right direction. In view of the short time children attend school in rural sections, more historical area is taken up than can be cultivated to practical advantage.

Professional knowledge is being rapidly and widely diffused through the instrumentality of the sixty Model Schools, aided by Teachers' Associations. The experience and skill of the best teachers are fast becoming common property. Hence the different subjects taught are much better understood, better remembered and better applied to the business of life.

County of South Simcoe and District of Muskoka.

Extract from Report of Rev. Thomas McKee, Inspector.

During the year I visited every school in Muskoka twice, and some of them oftener. I found it necessary and profitable, very often when inspecting, to give an exhibition of teaching. I found this well received by the young teachers especially, and I believe it will do good. I find the great difficulty with a good many of our teachers, trained and untrained, is to make their work tell to the best advantage. I find defects of this kind especially manifest in the teaching of English Grammar and Arithmetic.

In Muskoka I have eight Townships. In one of these, Cardwell, there is no school in operation yet. This defect, I hope, will be remedied before another year. In the remaining seven Townships, including the Village of Gravenhurst, there are 26 schools with 27 teachers. Four of these were trained at a Normal School, five were trained at a Model School, and the rest are holders of District Certificates. The highest salary paid to a male teacher is $420, the lowest $240. The average for males, $292; for females, $231.

Twenty of the schools were open all the year, the remaining 6 were open from six to eight months. The average time was 194 days for all (the school year consisting of 221 days).

Of the school houses 13 are frame and 13 are log; 22 are freehold and 4 rented. One was burned during last summer when the district, in common with many other places, was swept with the terrible scourge of fire. The schools on the whole are pretty comfortable and fairly provided with maps and tablets. The people, on the whole, take a great pride and interest in their schools. I expect to see some better school houses take the place of the old ones before long.

I find it difficult to secure qualified teachers for this district, for several reasons:—

1st. The salary paid is small. 2nd. The accommodation is poor. 3rd. Teachers from the more popular districts, when transported there, complain of loneliness. 4th. The snows are generally very deep in winter.

Mr. Reazin, the Inspector for the Eastern part of this district, and I have had many an earnest conversation about this matter. We are both exceedingly anxious to raise the standard of qualification for teachers in the district, and we are succeeding slowly but surely ; but we believe the time has not come yet when we can dispense with District Certificates. It will come, however, we have no doubt.

We hold an examination at Bracebridge annually at Christmas, at which we grant certificates, good only for one year. Each year we raise the standard a little. This year we added Algebra and Geometry. In connection with the Examination we hold an Institute which serves in some measure as a substitute for Model School Training. We get valuable assistance from year to year from the Reverend Mr. Cole, English Church Clergyman of Bracebridge, a gentleman of high culture, and an ardent and enthusiastic lover of education. Mr. Neilly, too, the late Head Master of the Bracebridge Public School, a man who has perhaps done as much for the advancement of Education in Simcoe as any other man in it, gave us his valuable services. His board exercise on Commercial Arithmetic was highly prized by all.

I now close these somewhat lengthy remarks with a few words concerning South Simcoe. In these municipalities there are 81 Public Schools and 1 Roman Catholic Separate School, St. James, in No. 10, Adjala. In these schools there are 93 teachers, 20 trained at the Normal School, 61 trained at the Model, and 12 not trained

Of these 4 hold First Class Provincial, 26 Second Class, 1 First Class old County Board, and the remainder hold Third new County Board. As a class they are anxious, persevering, and attentive. A few of them are eminently successful, while a few, on the other hand, have evidently mistaken their calling ; but a short time will weed them out.

The highest salary paid to male teachers in South Simcoe is $800, and the lowest $200 ; the average $382. The highest paid to female teachers, $400, and the lowest $215 ; the average $281.

In the Riding there are 82 school houses, 15 of brick, 1 of stone, 1 of concrete, 62 frame, and 3 log. The log ones, I believe, will not last much longer. I will try and persuade the Trustees and people of the section in which they are that they have served their purpose. Two very fine brick school houses were erected during last year, one in No. 12, Innisfil, took the place of a weather-beaten frame building that had done good service, but was some years behind the age ; the other in Beeton, a rising Village in Tecumseth, is a school house in a new section which was only formed about a year ago. The section is No. 20, Tecumseth. This is a very handsome building, and not only an ornament to the village, but a credit to the County. It cost, site and all, about $7,000, and is very fine for the cost. It has all the most modern appliances and conveniences.

The Model School, under the able management of Mr. Wood, aided by three able assistants, continues to do good work. Its influence is more and more felt from year to year. It is now indispensable. Here we have real Model teaching.

Our Teachers' Association has been reorganized and, I believe, placed on a more solid basis then before. Owing to troubles concerning which I need not speak, we had no meeting last spring. We had a meeting last fall at Bradford where we reorganized and held an Institute for two days. Every one that had anything to do with it, or was present said it was the best and most satisfactory Association meeting yet held. We had the assistance of James L. Hughes, Esq., Inspector for Toronto, whose services were of the very highest value. His services will not soon be forgotten by either the teachers, Inspector, or any others whose good fortune it was to hear him. We had also valuable aid from J. C. Morgan, Esq., Inspector of North Simcoe, H. B. Spotton, Esq., Head Master, and the other masters of Barrie Collegiate Institute.

Altogether I have to report a year of satisfactory and material progress.

I cannot close without noticing the bestowal of Special Aid or Poor School Grant to needy sections. The people of my weak and poor sections are deeply grateful, and are aroused by this kindly and much needed help to greater efforts themselves.

County of Brant.

Extract from Report of M. J. Kelly, Esq., M.D., Inspector.

In the matter of school accommodation there has been a remarkable change for the better over the whole Province. Take the County of Brant as an example. In South Dumfries, since 1871, new brick school houses of a very superior class and of varied styles of architecture have been built, so in Brantford Township, in Onondaga, in Oakland, and in Burford. Many others have undergone repairs. The school grounds, too, have for the most part been enclosed and much improved by the planting of maple and evergreen trees.

I considered it my duty at the outset of my official work to direct public attention to the importance and the necessity of establishing school libraries as a means of extending and supplementing the instruction of the schools. For it is in this way that the youth of any country become the heirs of all the ages—the companions, the intimate acquaintances of the choice spirits of the past, the great original thinkers of our race, the epochal men, and of

—— "Those bards sublime,
Whose distant footsteps echo through the corridors of time."

In carrying on this good work the heartiest co-operation has been extended from nearly all quarters in town and country. New libraries have been established in many school sections. The equipment of the schools, outside of the libraries, has also been much improved; clocks and bells, better maps and globes have been furnished, and books of reference.

The entrance examination to the High Schools, conducted ten years ago in a somewhat loose and perfunctory manner, is now made uniform, and constitutes an excellent test of the work done in the Public Schools. The Intermediate Examination in the High Schools, and which has done so much to test their work and improve their efficiency, marks the passage from what is called the Lower to the Upper School. In addition to these, in many counties uniform promotion examinations have been established, and ought to improve, materially, the status of the schools. Thus it will be seen that under the existing regime there is no lack of examinations. As a result of these the cry of "cramming" has been raised, but has not, I believe, yet extended to the rural schools. Where there are regular stated oral or written examinations, "cramming" is inevitable, as every student knows, but judicious "cramming" is not an unmixed evil. The mischief is more likely to be in the "crammer" than in the "cramming."

County Teachers' Institutes first received Legislative recognition in 1877. Ours has been in existence since 1872. These are by statute entitled to $100 per annum—$50 from the Provincial revenue and $50 from the County. We have not, thus far, asked the County for any assistance beyond $25 granted for the purchase of books for the teachers' professional library.

It has been urged by some that the boys and girls of the country are being over educated; that the mental strain, especially in High Schools, is too great, and that the general effect is pernicious. Education, it is true, is a plant of slow growth, and to be sound it must be symmetrical. To force mental growth in the case of the young is as hurtful and unnatural as it is to force a plant, and the result is in both cases unhealthy fruit. "A sound mind in a sound body" was the prayer of an ancient poet, to which, to make the maxim perfect, he ought to have added, "a sound moral nature." But the real danger is not in "over," but in "under" and "one-sided" education—the shadow without the substance.

Imperfect education is the fruitful parent of self-conceit, assurance, endless verbiage, without thought or definite meaning, and fluency without pith or information. Already it has been shown that in the matter of school accommodation and school libraries there has been a very marked improvement. Let us now briefly mention a few more. There has been an appreciable advance also in school organization, in classification of pupils, in methods of instruction. Problems in mathematics that were wont to puzzle High School pupils ten years ago, are now readily solved by the Fourth, and even by the Third Classes in our Public Schools. Questions in history and geography, sentences in analysis and

parsing, which would have appeared difficult then, are considered comparatively easy now. School houses and school equipment, then deemed amply sufficient, are now discovered to be behind the age—of a truth this is an age of improvement. Coming now to particulars, I find that in the city and county there are 5,630 volumes in the libraries of the public schools. Of these 5,493 were taken out by the pupils in 1881. The Mechanics' Institute library at St. George had, on the 11th of May last, when inspected by me, 572 volumes, to which considerable additions have been made since. The Paris Mechanics' Institute library has 3,329 volumes, and that of Brantford about 4,300 volumes. The reading rooms connected with the libraries of Paris and Brantford are well supplied with magazines and newspapers, and are open to subscribers and strangers every week day, and are well patronized.

Teachers' Certificates and Salaries.—Of the seventy teachers employed in the rural schools of the county during the year, four held First Class Provincial Certificates, twenty-nine Second Class, three First Class Old County Board Certificates, and thirty-four Third Class; twenty-eight received a Normal training. The highest salary paid a male teacher $600; a female teacher, $400. Average salary of former, $430; of latter, $277.

Attendance, etc.—The number of pupils enrolled in the rural schools in 1881 was 4,588—boys 2,461, girls 2,127. The aggregate attendance for first half year was 270,783, average 2,167; for second half year 193,659 aggregate, and 2,018 average.

Visits.—One hundred and forty-six visits were paid the schools by the Inspector, besides those in attendance at examinations; by trustees 180, by others 927—total, 1,253.

City of Brantford.—Of the schools of the city there is nothing of special importance to record since the date of my last report. The number of pupils enrolled was 2,083—of boys 1,078, of girls 1,005. The average attendance for first half year was 1,120, for second half year, 1,204.

Town of Paris.—There are nine divisions in the Public Schools. Each one of these was visited and examined by me four times, and a report was sent to the Board on each occasion. They are all in a satisfactory state. I am glad to be able to assure you that our Public Schools generally are doing well—that the teachers, as a whole, are performing their arduous and responsible duties honestly and successfully, and that the greatest harmony has characterized the administration of the school affairs of the county, not only during the past year, but since 1871.

County of Dufferin.

Extract from Report from Nathaniel Gordon, Esq., Inspector.

I would, however, like to call attention to the large number of children, as shown by the returns, as not attending school; and in explanation may state that it is impossible for them to do so on account of the distance many of them have to travel to reach a school, the sections being so large.

Districts of Algoma and Parry Sound, by P. MacLean, Esq., Inspector (for 1882).

I.—District of Algoma.

Number of Schools in Operation..—The number of Public Schools in operation at the time of my visit (Sept. and Oct.) was 45, namely: 23 in the Great Manitoulin, 7 on the north shore of Lake Huron and Georgian Bay, 5 in St. Joseph's Island, 6 in the

municipality of Sault Ste. Marie, and 5 in the Thunder Bay region, making a total of 46 schools in working order, besides the Separate School at Prince Arthur's Landing.

Schools Closed.—The following schools were closed at my visit, namely: No. 4, Carnarvon; No. 1, Mills; No. 1, Spanish River; and No. 1, Cockburn Island. I have learned that they have all been opened since, with the exception of the school at Spanish River.

New Sections.—Three new sections formed by the late Inspector have not as yet opened their schools, but will do so during the present year. I have formed *six* new sections in the District since September last—one of them at Keewatin Mills, near Rat Portage, is already in operation—and there is a prospect of several more being formed next summer. In all these new sections schools will be opened almost immediately, as the settlers are becoming very anxious to take steps for the education of their children. There are thus in all 59 school sections in the District, besides some four or five Indian Mission Schools.

Teachers.—There were employed 26 male and 23 female teachers during the first six months, being a total of 49 teachers for 46 schools. One teacher holds a First Class Provincial Certificate, Grade C, hold Second Class Provincial, and the remaining 40 Third Class District Certificates.

The Teaching.—The quality of the teaching in the schools of this District is, generally speaking, not of a very high order, although there are some worthy exceptions, and on the whole, it is perhaps, fully as good as could be expected in a new district. The greater number of the teachers are mere beginners, and have never had the advantage of a professional training. Another disadvantage is the irregular attendance of pupils, caused chiefly by long distance from school—many of them having to walk *three* miles—bad roads at certain seasons of the year, and in some cases, lack of suitable clothing. These two evils—irregularity of pupils and inexperience of many of the teachers—retard the progress of the schools very much.

Aim of my Visits.—I anticipate that the attendance at the schools will be very much improved in a few more years as the country becomes more closely settled, and the municipal councils will have reorganized the sections, making them much smaller than at present. As to the other evil, namely, inexperience of teachers, I may say that I have endeavoured to do all the good I could in my short visits to the schools, by devoting my whole time to teaching classes, conducting recitations, and giving hints on school organization, management, class drill, methodical arrangement of work, etc., etc. And while I naturally shall look for some good results from my labours, I would still like some more effective means to be adopted.

District Model Schools.—I would most respectfully press upon your consideration the propriety of establishing, at an early day, two District Model Schools—say one on the Manitoulin, and another at Sault Ste. Marie—in which candidates would receive a professional training, similar to that given in our County Model Schools, before obtaining their certificates as teachers. The outlay on the part of the Government would be but very small—a few hundred dollars—and the results in the schools would, in a short time, be most gratifying.

School-Houses.—The school-houses for the most part are hewed log buildings, fairly comfortable, and generally furnished with black-boards, maps, and other necessary apparatus. There is, at Sault Ste. Marie, a most excellent brick building, thoroughly furnished and equipped in every respect. In fact, I have seen but very few in the older portions of the Province that would favourably compare with it. The school-houses in No. 2 Howland, (Shequiandah) Bruce Mines, Prince Arthur's Landing, and a few others deserve honourable mention. In a few years there will doubtless be much improvement in this respect, as the people become able to build new ones.

Government Grants.—In the matter of Government aid to the schools of this District, I would recommend that the sum granted yearly be increased, so as to admit of each school receiving at least $100, between Poor School Aid and Legislative Grant. The Poor

School Aid might, after a short time, be gradually decreased, as the settlers become more able to support their schools, and get rid of the burden of building school-houses.

The Legislative Grant for this whole District, with 46 schools in operation, was last year (1882), only $1,107, while many single townships at the Front, with not more than one-third the number of schools, receive nearly, if not altogether, as large a sum. I think the Grant might very reasonably be made $1,500.

The District.—I may further add, that I believe this District is destined, at no very distant day, to become a most important portion of our Province. Its climate is admitted by all to be eminently healthy and bracing; its resources of valuable timber and minerals are almost inexhaustible; and besides, there are large tracts of very fertile lands, well watered, easily cleared, and capable of producing every variety of agricultural product in large abundance.

It is now being rapidly settled, and I know of no better policy for inducing immigration, and rendering the people happy and contented, than giving a generous support to their schools and roads. In fact, I believe their school facilities, even now, to be superior to what the youngest child will live to see in the Great North-West.

II.—District of Parry Sound.

No. of Sections.—There are altogether, as far as I can ascertain, about 50 Public School Sections in the District, besides one or two R.C. Separate Schools. 45 of these have had their Schools opened, and 44 sent in half-yearly returns for the first six months. I have not formed any new sections here yet, but some *three* or *four* are in course of formation.

Schools closed.—At the time of my visit in November, I found eight schools closed which had been open during at least *three* of the first six months. The cause, I ascertained to be, in the great majority of cases, the utter inability of the people to pay teachers for a longer period than a few months in the year. The country is so sparsely settled—much of even the located land being still in the hands of non-residents—that the school tax becomes a very serious burden to many of the poor settlers, who, to my own knowledge, have much ado to obtain the bare necessaries of life. The school rate, in many sections, runs as high as 25, and even 30 mills in the dollar. I found the people generally alive and anxious about the education of their children, but in very many cases quite unable to help themselves.

The quality of the work done in the schools of this District is very poor, with some few exceptions—the same hindrances exist here, as I mentioned in my Algoma report, and to a still greater degree.

Irregularity of Pupils.—The sections necessarily have to be very large, so as to include settlers enough to support a school. Pupils have thus to walk very long distances to school, in some cases from *three* to *four* miles, and some are practically out of reach of the school altogether.

Then again, the roads are so bad, during Spring and Fall, as to be nearly impassable. When I visited the District last November, the roads in most places were simply a long continuous bog-hole. Irregular attendance of pupils is the natural result, and, of course, unsatisfactory progress at school.

Untrained Teachers.—Many of the teachers are mere novices teaching on permits, having little or no knowledge of the art of teaching. I find Trustees, in many cases, are obliged to engage them rather than regularly certificated teachers, because they can obtain their services for less money. The lack of professional training is but too evident in the great majority of the teachers of the District, and is a sad drawback to the success of the schools.

My Visits.—At my visits I followed the same course I did in Algoma, believing that in this way I could do far more good in rousing the teachers and scholars, and imparting

to them some practical hints and ideas about their important work, than by merely asking questions and recording results.

District Model School.—I would advise the opening, at an early day, of a training school, say at Parry Sound: I am certain it would be a great boon to the District, and that its beneficial effects would soon be apparent, in a more efficient class of teachers throughout the District.

School-Houses.—The school-houses are nearly all log-buildings, but rather inferior to those in Algoma. Most of them are provided with black-boards, maps, and tablet reading cards. The school-houses at Parry Harbour, Parry Sound, and Burk's Falls are very fair, being far superior to the others.

Teachers.—There were 10 male, and 36 female teachers employed during the first half year, being a total of 46 teachers for 49 schools. Some two or three of them hold second-class Provincial, the others, third-class District, and temporary Certificates.

There is a Teachers' Association which meets twice a year, and is, I believe, doing good work, although I cannot speak of it from personal knowledge, there being no meeting held since my appointment.

Government Grants.—I would here urge the same liberality in the matter of Government Grants that I did in my Algoma Report.

The Legislative Grant for 1882 was only $426 for 44 schools; the Township of Esquesing (Halton), with 16 schools receives $664. In fact, the apportionment to each school is so small that in some cases I found it a difficult matter to deduct $2 for male teachers superannuation subscription, the appropriation being, in some instances, barely that sum. I would like to see the Legislative Grant for this District increased to $1,000.

The District.—This District is chiefly valuable for its timber and lumbering interests. The land is good, what there is of it; but tillable land exists only in small patches, here and there, so that the District will never become noted as an agricultural country.

However, I believe it will yet become valuable for stock-raising and grazing purposes, for which it seems admirably adapted by nature, being excellently watered and yielding abundance of grass.

Report of J. E. Hodgson, Esq., Inspector, on Special Examinations in Algoma and Parry Sound.

Sir,—I beg to present the following report of the recent examinations of Public School Teachers, in the Districts of Algoma and Parry Sound.

In accordance with your instructions, papers were prepared of about the same standard as those for High School Entrance, School Law being substituted for the "Fourth Book Lessons," as per Schedule of last year's examinations conducted by the late Mr. Switzer.

The Board of Examiners agreed that those candidates who secured a percentage of sixty-five of the aggregate marks, should be granted a certificate valid in Algoma and Parry Sound for three years; whilst those securing fifty per cent. of the aggregate should be granted a certificate valid in the same district for one year, subject of course to the usual conditions as to age and moral character. In the case of several teachers of experience who had secured engagements as teachers for the coming year, however, the percentage test was not *rigidly* applied, the Board being of the opinion that a poor teacher is, perhaps, better than none.

At Manitowaning Mr. MacLean and myself were joined by the Hon. Walter MacCrea, Judge of Algoma, a statutory member of the Board of Examiners.

His Honour took part in the Examinations at Manitowaning, Sault Ste. Marie, and Prince Arthur's Landing; and I feel constrained to testify to the great assistance derived from his coöperation, not only in reading and valuing the answers of candidates, in which work Mr. MacCrea's long experience as a member of the Board of Examiners for Kent

County, has rendered him extremely proficient, but also, and especially, as regards an accurate knowledge of the district, and its educational requirements.

Manitowaning is a thriving village with a good trade and well-to-do inhabitants; but the fact that one and the same room is made to do duty as a school-room, court-room, crystal-palace, town-hall, and resting-place for a number of vagrant sheep of the neighbourhood, does not afford strong proof that educational advantages are at a premium there.

Thirty-five candidates presented themselves, of whom seven had been prepared at the schools of the Frontier Counties, and the remainder at those of the District. Thirteen received sufficient marks to entitle them to a certificate valid for three years, and eleven sufficient to entitle them to one valid for one year.

At Sault Ste. Marie seventeen presented themselves for Examination, and of them five were found worthy of certificates valid for three years, and eight succeeded in passing for a certificate good for one year.

The Public School building at Sault Ste. Marie is fully equal to that of any village in Ontario of the same population; it is of brick; two stories' high; has four large, well ventilated class-rooms, board-room, cloak-rooms, etc.

If practicable, I think it very desirable that this school be "erected" into a "model school" for the district.

At Prince Arthur's Landing we found only four candidates, two of whom were under legal age; one of the remaining two obtained marks sufficient to entitle him to a certificate valid one year.

At this point also school accommodation is highly satisfactory; the building is frame; two stories, and well equipped with maps, etc. Mr. Laird, Stipendiary Magistrate, joined us here, and afforded us all the assistance in his power. From Prince Arthur's Landing we made our way to Parry Sound, Judge MacCrea leaving us at Sault Ste. Marie.

Here were twenty-seven candidates, of whom four were found entitled to certificates valid for three years, and thirteen to certificates valid for one year, among the latter being two Indians (females), employed as teachers in the schools of the reserve.

Owing to the absence (on circuit) of Mr. McCurry, Stipendiary Magistrate for Parry Sound, he was unable to take part in the Examination.

On the whole I am pleased to be able to say that I was favourably impressed with the Educational out-look in both Districts. Salaries are not large, but are improving. All of which is respectfuliy submitted.

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2. Roman Catholic Separate School Inspection.

Report of J. F. White, Esq., Inspector.

Sir,—I have the honour to present to you my first general report on the Separate Schools visited by me during the present year, and to submit a few observations suggested mainly by those visits.

In the discharge of my official duties, begun in April of the current year, I have travelled about 500 miles by carriage and 4,500 miles by rail or water. The district extends from Windsor to the eastern boundary of the Province, and north as far as Mattawa, excepting the counties of Haldimand, Durham, Dundas and Russel, in which no Separate Schools exist. In this district I have visited 135 schools, comprising 266 departments, each presided over by a separate teacher, and having a registered attendance of 19,783 children. There remain to be visited 58 schools, with a staff of about 115 teachers. Their inspection will occupy more than two months of hard work, and will necessitate my travelling about 2,500 miles. The actual duties of inspection comprise not nearly all the work attendant on the position. A voluminous correspondence has to be attended to, several detailed reports to be given of each school visited, Trustees to be consulted regarding their school, etc. To discharge properly all these duties, is too great a labour for one officer. I beg, therefore, to suggest the appointment, at an early date, of a second Inspector to share the work.

In examining classes, my chief aim has been, not to try how far teachers and pupils can go without breaking down, but rather to find out the methods of instruction pursued, and the steps taken to secure order and attention. Generally a few minutes suffice to furnish me the means of testing the teacher's capacity, and of ascertaining his system of instruction. Frequently it happens that by the presence of a strange examiner, and especially of an Inspector, children become very timid and unable to answer with their customary ability. To prevent this, I usually request the teacher to proceed with the ordinary work of the class. The children, finding that they are dealing with their own teacher, and that the stranger is merely looking on, are put at their ease, and afterwards answer with more confidence than otherwise they would, the questions proposed by the Inspector.

French and German Schools.—In Waterloo County there are many sections where German is the language of both teachers and pupils. Generally, in those schools, one-half of the day is devoted to teaching in the mother tongue, and the other part to English studies. In these, thanks to the energy and proficiency of their teachers, they have made very great progress; in some cases doing quite as well as the pupils of schools where English alone is taught.

In several places in Essex, and in the counties adjacent to the Ottawa, French is the language of the people and of the schools. Though the attention paid to their own tongue is highly praiseworthy, and the progress made therein very fair, it is much to be regretted that English, the great language of the country, is so frequently neglected. In some of the places in Eastern Ontario, it is quite unknown to teachers or pupils. This necessitates the carrying on in French of the examination of the classes, and of the whole work of inspection.

Financial Condition.—In some cases the financial standing of Separate Schools in rural sections is very low. From year to year they lead a struggling existence, but there is no guarantee of their permanency. Many seem in danger of extinction at the end of each year, for their supporters of one year may next year pay their taxes to a Public School. Often where a few persons have made a brave struggle to establish a school, and have taxed themselves heavily to maintain it, the withdrawal of a few supporters has caused it to die out. Witness the great fluctuation, from year to year, in the number of Separate Schools, chiefly those in rural sections :

Year - - - - - - - - -	1871,	1872,	1873,	1874,	1875,	1876,	1877,	1878,	1879,	1880,	1881,
Number of Separate Schools,	160,	171,	170,	166,	156,	167,	185,	177,	191,	196,	195.

That this change, this falling off of so many, does not commonly happen in cities and towns is shown by the following table of the schools in 1872 and in 1881, taken from the reports for these years :

	Cities.	Towns.	Rural Sections.
1872,	22,	35,	114.
1881,	46,	43,	106.

In some cases—happily very few—the supporters though wealthy are unwilling to raise sufficient money to pay a good teacher and to maintain their school in an efficient state. To give a case in point. In Leeds County, a rural school which I visited a short time ago, had on its register seven pupils, with an attendance of five, four of whom were in the primer. This year the school had been kept open for three months, the first time that it has been in operation for the three years now closing. The Trustees allow this state of affairs because their taxes are very light, are almost nothing in fact, for two years out of three. I strongly advised amalgamation with its neighbour across the way, a Public School with an attendance of four. Fortunately there are few, if any other of the schools under my charge in so low a condition as this one. Where a school has to struggle hard for a mere existence, and is not likely to have assured to it a fair revenue to pay a good teacher and to equip respectably the building, I have generally recommended union with the Public School in its neighbourhood.

School Accommodation.—Though during late years much has been done to provide adequate accommodation, in many places a great deal is still required. In several rural

districts are to be seen the old schools, put up at a time when there seemed to prevail the idea that any location would do, and that any building was good enough for a school. In these no provision has been made for proper ventilation or lighting. During the winter especially, the air is almost stifling to breathe, and the pupils lack that vivacity and sprightliness peculiar to children with healthful surroundings. Every one knows that a house damp, poorly lighted, badly ventilated and exposed to unwholesome exhalations is dangerous to live in. Placed in the same unfavourable condition a school is still more fatal to the health of the children therein assembled; first, because a child is much more susceptible than a man to unwholesome influences; secondly, since no other inhabited house can be compared with a school, where there are often assembled and crowded together so many children. Therefore more minute and rigorous precautions should be exercised for the hygiene of the school than for any other building, since the age of the subjects and their number multiply the dangers to be incurred. Our watchfulness should increase in proportion to the importance of the interests to be guarded.

Not all the fault rests with the Trustees; the teacher does not always make proper use of the limited means at hand. Though he have at his disposal no costly system of ventilation, nor the best means of lighting and heating, what there is should be turned to the best account. By the watchful teacher two evils can be guarded against, at least to some extent, myopia and improper positions of the pupils. The first, which is becoming alarmingly prevalent, especially in town and city schools, is caused by the small and often blurred print of the text-books and the dead whiteness of the paper used; by improper positions in holding the book, and by the badly arranged systems of lighting. Though the greatest, the pupils are not the only sufferers. Many teachers have had their sight greatly injured, in fact nearly destroyed, by facing the light while conducting their classes.

I feel certain that Boards of Trustees are very willing, nay anxious to do everything possible to improve the hygienic condition of the school buildings. But to direct them in making these changes, to ensure their effecting real improvement, they have as yet no reliable guide. I venture to suggest that the Honourable the Minister of Education issue a manual showing the best known methods of lighting, heating and ventilation; the improved styles of seats and the modes of arranging them; the conditions to be observed in caring for the health of the pupils; in a word, all that relates to the building and furnishing of the school, and to the health of its inmates. On hygiene, teachers should have special lessons, that in familiar lectures to their pupils they may give much important information, and may carefully guard against injury to their health.

When a new school house is to be built, the Trustees should be required to send to the Inspector, for his approval, the plans of the proposed building, to describe the means for heating and ventilation, the furniture to be used and its arrangements, etc. In most cases this would ensure that the building would be suited for a school, and that the health and comfort of teachers and pupils would be properly cared for.

Text-books.—In the matter of text-books for Separate Schools a change is urgently needed. Public Schools are strictly prohibited from using any but books duly authorized, while in Separate Schools there is, in reality, no limitation, but they have whatever books they may choose; for the Education Department has authorized, for their use any series presented for this purpose by Separate School Corporations. Instead of a just use, there has been an abuse, of this privilege. The result is that we have too great a variety of books on nearly every subject: of Readers half a dozen kinds, four or five Grammars, as many Geographies, and so through the entire list. Not all these are good; many are inferior for the purposes served by a properly arranged text-book.

At this time it requires no elaborate arguments to show the gain from using but one good series. It is a great aid to proper classification and an essential element in securing uniformity in the schools. Besides it will do away with the flagrant evil of which many parents justly complain, in being compelled, at the desire perhaps of some new teacher, to lay aside books little used, and to buy another complete set.

So general is the complaint from teachers, from trustees, and from parents, that I beg to suggest that the Honourable the Minister of Education enact a regulation to correct this mischief. After a sufficient time, a year or two, has been given for the present books to become worn out, none but those authorized should be allowed in Separate

Schools. For such subjects as Algebra, or Geography, the series used in the Public Schools might, with advantage, be adopted. For History and Reading a different series would be required.

Quebec Certificates.—Another question worthy of careful consideration is that regarding teachers holding Quebec Certificates. The school law amendments of 1879, in dealing with this matter, rendered legal only those certificates obtained before the passing of the British North America Act. This regulation has not as yet been enforced. Of the thirty-four teachers in our schools having Quebec certificates, but very few obtained them previous to 1877. There are two principal reasons why these certificates should not be recognized here. So low is the standard for examinations, that a First Class Certificate from that Province ranks scarcely equal to a Third from our own. Attendance at a training school and the passing of a professional examination, are not requisite before obtaining a certificate. Thus it results that most of these teachers have no system of teaching except that which each one evolves for himself. The inspection of their schools proved that many of them are totally unqualified for their positions. Their examinations were passed in Quebec, solely because it is a matter of no difficulty to obtain a certificate there. In favour of schools requiring French teachers, provision may be made that persons holding Quebec certificates be legally qualified for such positions. But in schools engaging English-speaking teachers, none but those having certificates obtained in this Province should be considered qualified.

Reading.—Reading aloud, considered as a fine art, is much neglected, especially in the advanced classes of boys. So greatly are underrated its importance as a means of culture, its value in refining taste, and intelligence, that it is rare to find reading to which it is a treat to listen. Consider what a powerful means for educating the household, is expressive reading, and how much is added to the charm, the happiness and the intelligence of home by a fine reader. By fine reading is to be understood that which is so clear, so easy, and so natural that it is a pleasure to listen to it by the hour ; and that no word nor any of the true shades of the author's meaning are lost to the listener. This accomplishment, used the most frequently and therefore to be done the best, is often sadly neglected.

The evil begins in the primary classes, where a monotonous and drawling tone is allowed to go uncorrected. The child pronounces one word after another, apparently not thinking that any meaning lies in them. Simultaneous exercises, so useful in early stages, are not at all common. The faults suffered to go unchecked at first, it is nearly impossible to correct afterwards. The mistakes most frequently noticed are (1) a want of clear utterance of every syllable and especially of every consonant, (2) inaccurate pronunciation, (3) a lack of just expression and intonation.

Frequently not a wise choice is made of the lessons best suited for teaching the different styles of reading. Often, indeed, there is no selection, but the lessons are read in the order of the text-book arrangement. Then *too much* work is attempted : many teachers appear to think it a duty to lead their pupils through the whole book, in a term or two. This prevents the teacher's giving such attention to the preparation of the lesson, as will ensure that his own rendering of it, shall be a model well worthy of imitation by his pupils.

Grammar.—In few instances is this most important subject well taught. To pupils of a tender age, it is introduced with all its difficulties of definitions and classification. The order and matter of the text book are slavishly followed, without the clear oral explanation essential to make the study plain and interesting. Even to smooth over all difficulties, to choose only what is simple, thus suiting it to the child's undeveloped intellect, is not to teach the subject properly.

Many teachers now see the mistake of commencing the study of regular Grammar with pupils of eight or nine years of age. For at the very beginning of the subject are presented its subtleties—"generalties couched in technical language"—which cannot well be avoided without rendering valueless the whole study.

It is supposed that from the very first day the child enters school, the common errors of his speech are corrected, without, however, entering into the delicacies of syntax. Then exercises on equivalent forms, on the filling up of ellipses, on the arrangement of

words and clauses, have still further prepared him for entering on the subject. These oral exercises should be supplemented with much practice in the composition of sentences —a most invaluable discipline in correct speech.

It is a popular but very erroneous notion that the study of Grammar from books, as usually pursued in our schools, will enable us to speak correctly. "The faults which occur in speech, the confusions, the clumsy constructions, the misuses of words, their mispronunciation, are not, as a rule, sins against Grammar ; and are not to be set right by learning English accidence or syntax." Only when the true value of Grammar in improving speech is well understood, and when its teaching has been good and sound, will it be of much much assistance in enabling us "to speak and to write with propriety."

History.—In general, the teaching of History has been attended with but small scientific or intellectual value to the pupils. So unsatisfactory, indeed, have been its usual results, that many educationists advocate its omission from the list of school studies. It may be well here to point out some of the grave mistakes frequently made in teaching it, and to enquire how it can be so taught that it will serve a real educational purpose.

English History is generally begun by plunging the pupils into the account of the Druids and of Julius Cæsar. The next part learned is the struggles of the Anglo-Saxons with all the minuteness of names and dates. As in the text book, the unimportant events are frequently treated with the same elaboration as the important, so in teaching but little attempt is made to show their relative importance. Thus the story of "Alfred and the cakes" is often deemed by the pupil at *least as important* as the invention of printing, and is more easily remembered. Many teachers follow blindly the course of the text book, and give their pupils no more than is therein contained. Sometimes they allow, and it may be expect, the children to narrate, word for word, an account as it has been read. In this way most prominence is given to a confused narrative of alliances, of wars, of the struggles of rulers—"a mere tissue of names and dates and dead unmeaning events." The child thus receives a mass of facts that are meaningless and valueless.

Oral teaching should occupy the most important place ; the text-book to be supplemental and used mainly for reference and home study. After a short series of lessons has been devoted to such subjects as *dynasty, parliament, civil war,* there may be given a general outline of the period to be studied, that events, as they are treated of, may be localized.

Biography receives too little attention ; its value as an adjunct to History is not sufficiently regarded. Every one knows the greater attractiveness in the life of an important personage, than in the mere account of dry events. A good teacher will sometimes interrupt the ordinary routine of study to select some representative man of the times. Then after he has gathered, from all sources, important facts concerning him, he will give some very interesting and instructive lessons on his life.

It is not requisite that a child should know all the facts in the history, but it *is* very important that he should acquire a taste and desire for historical reading, so that in after life he may pursue its study with pleasure and advantage. This end will be attained, rather by judiciously choosing and dwelling upon important epochs, than by giving a superficial knowledge of the whole history.

It is all important that the class should receive clear ideas of the Government and Constitution, and of their own duties and rights as citizens. It seems absurd to have children talk learnedly of the Heptarchy and the Feudal System, and yet know nothing of the constitution of their country's Parliament, of its duties and functions.

General Work of Separate Schools.—In school are laid, in great part, the first principles of the child's future conduct, and its will, heart, conscience, and whole character formed. There it is taught its duties, of which, as all Christians are agreed, the moral and religious are the most important. Catholics think, further, that religion, to be solid and effective, must be instilled throughout the child's entire education. Therefore, content with no mere secular instruction, and believing that education without religion is impossible, they asked for and obtained Separate Schools in which to give their children a religious training. In many instances they have not taken advantage of the privilege thus conferred. Frequently where the Catholic ratepayers are greater than, or equal in number to, the other supporters, no effort has been made to separate. Again in places where nearly all the

population is Catholic, as in French, and some German, settlements, there exists no need for such schools. It thus happens that most of the Catholic children of the Province receive their training in Public Schools. That many of the latter are, in their character, as distinctively Catholic as Separate Schools, is shown by the establishment, in some sections, of Protestant Separate Schools.

The Trustees' returns of school population show that there are 484,224 children of school age. Of these, according to the ratio of population, at least 85,000 are Catholics. By the report for the present year, the number attending Separate Schools is 24,767. Allow for 2,000 at colleges, private schools, etc., and for non-attendance at any school 2 per cent. of the total school population ; the remainder, 56,533 (two thirds), is in attendance at Public Schools. It must be remembered that about 30,000 of these attend school in Catholic settlements. The work of the Separate Schools is much the same in character as that done in Public Schools. Frequently it is assumed that the education given in the former is, of necessity, inferior to that imparted in other institutions. Facts, however, will not bear out this assumption. It is not to be supposed that a poor and sparsely attended school will bear comparison, as to its results, with a wealthy school having a large attendance. But, where the conditions have been at all equal for the two systems, Separate Schools show results in no way inferior to those of the Public Schools. The mark of inferiority cannot be attached to such schools as have, year after year, passed pupils for Second and Third Class Certificates, and whose work, in a few cases, compares favourably with that of some High Schools.

One of the chief obstacles in the way of the rapid progress of most schools, is the apparent indifference of parents regarding their children's attendance. Among teachers one of the evils of which complaint is most frequently made, is irregular attendance. To those of them who take a conscientious interest in their work it is a very serious detriment. To ensure that all their pupils have a thorough knowledge of a subject, they must several times repeat it expressly for those who occasionally absent themselves. Thus the interests of the regular pupils are utterly sacrificed to the irregulars ; and the work during a term is but a small part of what would have been done had all been regular attendants. That the attendance is gradually becoming more regular is shown by the fact that while in 1881 the registered pupils were *492 fewer* than in the previous year, the average attendance was *greater* by 278. The subjoined table gives the percentages for the Public and Separate Schools during the last two years. Instead of an average of 52 per cent. I hope to see, in a few years, an attendance of 75 per cent. of all registered children.

	1880.		1881.	
	Public.	Separate.	Public.	Separate.
Counties	43	48	42	45
Cities	57	50	58	54
Towns	55	53	54	55.5
Average	45.5	50	45	52.5

Cost of Education.—It will be of interest to determine how much per pupil education in the Separate Schools is costing the ratepayers, and to compare it with the cost in the Public Schools. The report for the present year furnishes the following figures :—

	Counties.	Cities.	Towns.	Average.
Public Schools	$5 70	$9 30	$6 20	$6 02
Separate Schools	$4 70	$4 78	$5 66	$4 99

In every instance the cost per pupil is much less than in other schools. This is most noticeable in Cities where, for Public Schools, the rate is the highest, nearly double that

for Separate Schools in the same places. The difference is due mainly to the employment of the religious orders at salaries far smaller than those usually paid to lay teachers, and to the greater economy necessarily exercised in the building and equipping of their schools. Though these results are favourable to the Separate School system, yet economy should not be carried too far in education. Its interests being among our highest, any amount of money really needed to secure for our children a liberal education, should not be thought too much, if only expended with proper care and prudence.

Though the teachers increased from 344, in 1880, to 374, in 1881, with a still further addition to their ranks this year, there is yet a scarcity, especially in the eastern part of the Province. Efficient male teachers, who have received a Normal School training, are greatly in demand. Most of the teachers have had the advantage of attending Model or Normal Schools, and have been greatly benefited thereby. Some few, however, have not been thus favoured, and by their crude methods of teaching, sadly show their need of training. But, as a body, Separate School teachers are earnest, skilful, and full of enthusiasm for their noble work. Among the religious orders especially there are many ladies whose finished education, zeal, and devotedness render them truly excellent teachers.

When the increased number and efficiency of the teachers, the more regular attendance of the pupils, and the greater zeal shown by School Corporations at the present time, are compared with the state of affairs ten years ago, the result is most gratifying. If a like advance continues to be made, as there is every reason to hope it will, the outlook for the Separate Schools is most encouraging.

Toronto, December, 1882.

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3. Collegiate Institute and High School Inspection.

2. *Report of J. A. McLellan, Esq., LL.D., Inspector.*

Sir,—I have the honour to submit a few remarks and suggestions in reference to High Schools and Collegiate Institutes. I have not thought it necessary to prepare a long report, as I have elsewhere discussed certain important matters pertaining to High School work and Normal School training.

The Entrance Examination.—1. In some cases the Local Examiners do not read and value the answers of candidates with sufficient care. Imperfect answers are marked too high, and occasionally even wrong answers are liberally marked.

2. The penmanship of candidates is generally bad, a good deal of it very bad. Surely something can be done to improve the schools in this particular. In the examination and training of teachers, greater weight must be given to penmanship and the teaching of penmanship, and then the Public School Inspectors must do the rest.

3. The work of the candidates is very badly put down—without neatness, without method. There is evidently a serious lack of proper training in this direction. There appears to be too much telling on the part of the teacher and too little doing on the part of the pupil. It is not what is poured into a pupil that educates him, so much as what is drawn out of him. He is to be taught to think, but expression is of as much value as thinking. It is surely difficult to form habits of logical thinking when habits of illogical expression prevail. Neatness, precision, logical order in answers reveal clearness and logical order in thought. What can be said of answers that obey no law of neatness, or method, or logical order; in which confusion of thought is worse confounded in a hodge-podge of fragmentary propositions?

Course of Study.—1. The new curriculum is, on the whole, favourably received. Some are of opinion that we have gone a little too far in the way of giving options. It is believed that nowhere, out of Ontario, would it be possible for a pupil to graduate from a High School, without having some knowledge of mathematics, history and geography.

2. It is to be regretted that Drawing has not been given at least the rank of an option. For a time it was believed that drawing was to be an obligatory subject, and en-

ergetic masters at once made provision for giving the necessary instruction. If any one thinks that it is impracticable, or impossible, to have drawing taught in the schools until a "supply of teachers of drawing has been produced" I refer him to Dr. Purslow, of Port Hope, whose course in this matter gives an excellent example of the good old adage "where there's a will there's a way." The *demand* will soon bring the supply.

3. (*a*) If the Normal Schools had been what they ought to have been in this department (Drawing) there would be even now a goodly number of teachers properly qualified to teach elementary drawing. Something is to be hoped from their improvement in this particular, and

(*b*) I believe the Ontario School of Art is destined to do a good work in turning out teachers of Drawing, teachers who will do a great deal, I hope, in making the school a preparation for the workshop, since we cannot take the workshop into the school. I anticipate most excellent results from the connection of the Art School with the Education Department. Students of the Normal School may be greatly benefited by the training the school affords, and I believe that with a little effort, its influence may be still more widely felt. I am so thoroughly convinced of the value of Drawing, both as a means of training and its bearing on the industrial life of the nation, that I should like to see every encouragement given to the School of Art.

Could not the instructors be induced to hold a summer session of the School, mainly for the benefit of teachers of Drawing, and could not local examinations be established in connection with the Departmental Examinations, on the results of which certificates of the various grades issued by the Society should be awarded?

Science and Literature.—1. In many of the High Schools, but little attention is given to reading; it is taught incidentally, and this means imperfectly.

2. The teaching of literature is too often the teaching of parsing and analysis, and nothing more. I do not see how a love for literature, a taste for good reading can be developed by a ceaseless round of analysis and parsing. The wisdom, the eloquence, the humanity of a noble writer cannot make way into a boy's intellect and heart through the medium of grammatical hair-splittings. You cannot "parse" a boy into the love of the true, the beautiful and the good. Will the spirit of the "Great Dramatist" ever breathe upon the soul of the man who reads one of his plays, only to find illustrations of the "Shakespearean Grammar?"

That the wrong course is pursued in the teaching of literature may be gathered from an examination of some of the text-books. They are dictionary, grammar and rhetoric all in one, besides giving explanations on things that need none, and leaving unexplained the things that ought to be explained. It is desirable, I think, to discourage the use of books which follow wrong methods, and tend to produce intellectual paralysis on the part of both teacher and pupil.

3. As yet there is not much good science-teaching. Science is an optional subject. Latin or French may be taken instead of Science, and as it is easier to find crammers of Latin than teachers of science, the tendency is to neglect science.

I have elsewhere said something on the worth of science and good science-teaching in Public and High Schools. I hope that in a few years we shall see science more highly valued and much better taught.

Distribution of Grant.—The plan which formerly prevailed of giving (1) a fixed grant; (2) a sum on average attendance; (3) a part on the results of the Intermediate Examination; and (4) a part on the results of inspection, was substantially a just one, and with a few modifications would have proved successful. But as it has been thought desirable that a change should be made, the scheme proposed in the Order in Council of July 31, 1882, will, I think, meet with general approval. Some modifications in the details of the plan seem desirable.

1. In the interest of some of the best of the two-master schools, a percentage of the aggregate of salaries above $1,500 should be allowed.

2. As it is impossible to devise a plan that will fairly meet every case, the Minister

of Education should have power to give a grant, not exceeding $80, in special cases where the working of the general rule would fail to do justice.

3. The salaries of special teachers of Music, Drawing, etc., should be taken into account in calculating the aggregate of salaries.

4. As a more than ordinary outlay has been incurred in the establishment of Collegiate Institutes, it would be well to give each of these an additional fixed grant of $250.

5. For the present, the $5,000 limit, in the case of Institutes, is a little too high; the limit might fairly be fixed at $4,500.

In view of these facts I recommend the following scheme of apportionment :—

(*a*) HIGH SCHOOLS.

1. Every High School, satisfying the requirements of the law, shall receive a minimum grant of $500.

2. Every High School employing two masters, the aggregate of whose salaries is in excess of $1,500, shall receive an additional grant equal to 33⅓ per cent. of such excess.

3. Every School that has at least three qualified instructors shall receive, in addition to the fixed grant, a sum equal to the excess of the aggregate of salaries over $2,000.

4. To meet special cases, an extra grant, not exceeding $80, may be made.

(*b*) COLLEGIATE INSTITUTES.

Every Collegiate Institute shall receive :—

(1) The fixed grant of $500, *plus* an additional $250, or a total fixed grant of $750.

(2) An additional grant of 45 per cent. of the amount by which the aggregate sum annually paid in teacher's salaries shall exceed $2,000 ; this grant not to exceed $750.

(3) An additional grant of 33⅓ per cent. of the amount by which the aggregate sum paid for salaries shall exceed $4,500 ; this grant not to exceed $250.

I think that this plan will secure justice to all classes of schools. The $1,500 limit in the case of schools employing two masters, is not too high. The letter, as well as the spirit of both law and regulations, requires that the town or village in which a High School is situated should bear one-third of the annual cost of the school. Places unwilling to do this do not need, and do not deserve a High School. As matters now are, some of these schools cost their "supporters" little or nothing, and in the great majority of cases, I believe that the High School is a saving to the municipality. Such schools receive $500 from Government, and $500 from the county (in some cases more), a total of $1,000, or more, and pay from $1,000 to $1,400 in salaries. If there were no High School, an additional Public School teacher, at a cost of $500 or $600, would be necessary, and there would be no $1000 bonus. From this any one can see that a High School may be an actual saving to a municipality.

Training of Teachers.—In Primary Education the teacher makes the school. In Secondary Education, too, the teacher makes the school. The untrained teacher, or the rule-of-thumb man has an inefficient school ; so far as the high purposes of education are concerned, he is a delusion and a snare, if not something worse. This is universally admitted in Primary Education. There are none so far behind the age as to deny the necessity of trained teachers for the Public Schools. But it seems to be thought that the Secondary schools may be safely left to take care of themselves. This is a serious mistake, for no Secondary school can produce its best results if placed under the management of an untrained teacher. It is pre-eminently a serious mistake in our case for *our Secondary Schools educate our teachers.* And as our teachers are taught so they themselves will teach. They cannot entirely free themselves from the methods which have been followed in their own education. If they have been taught by proper methods, they will, when they become teachers, use such methods ; if they have been taught by imperfect or absolutely hurtful methods, they will be slaves of these. This is the great defect in our High Schools now ; there are undoubtedly good teachers, become so perhaps after the experi-

ence of many failures; there are some bad teachers who will remain so in spite of many a failure—"hide bound pedants," crammers of "dead vocables," into wearied and disgusted minds. They know nothing of the laws of mind nor of the order of development of the mental faculties, nor of the mysterious yet certain influence of spirit upon spirit; they have but little knowledge of human nature, especially of child nature. They do know, perhaps, that there is a "faculty called memory, which can be acted on through the muscular integuments by appliance of birch rods." The fruits in such cases are what might naturally be expected when one of the most complex problems that can engage the heart and intellect of man is undertaken by those who have scarcely bestowed a thought on the principles that underlie its true solution. The popular or accepted notion seems to be that any young man who has managed to get a B.A. at some University, is qualified to do the most important educational work for which the State provides. Will mere education make a man a poet or an orator, or a doctor to administer *nostrums* for our bodily ailments? Yet, it is assumed that mere knowledge will make a teacher, that no natural aptitude cultivated by careful training, is necessary for the work of the most arduous and the most important of all human callings. "One learns to play on the harp by playing on the harp," said an old writer; yes, but how many harps will he spoil before a high degree of skill is reached? What sort of sounds will his callow fingers wrench from strings capable of sweetest melody? In a word, the foremost educators strenuously maintain the necessity of professional training for teachers in Secondary (High) Schools. Says Matthew Arnold: "In Secondary education the importance of the principle of supply and demand is as signal as in elementary education. The mass of mankind know good butter from bad, and tainted meat from fresh; and the principles of supply and demand may perhaps be relied on to give us sound meat and butter. But the mass of mankind do not so well know what distinguishes good teaching and training from bad, they do not here know what they ought to demand, and therefore the demand cannot be relied on to give us the right supply; even if they knew what they ought to demand, they have no sufficient means of testing whether or not this is really supplied to them." And Dr. Wiese, the famous German educator, points out as amongst the reforms upon which all other real reforms depend, the necessity "of a proper method of ascertaining the qualifications (professional) of a person before he is allowed to undertake the functions of a teacher. Hitherto the possession of a certain amount of knowledge has been thought sufficient, and the degree of B.A. or M.A. is generally considered satisfactory evidence of a man's possessing the qualifications necessary to undertake the education of the young. But there is no lack of examples to show that a man may possess any amount of learning or knowledge and yet be a very indifferent teacher." The qualities of the (true) teacher cannot be discovered by an examination for a degree. In Germany accordingly education has taken the rank and importance of a science, and the application of the laws which govern the mental activities to the actual work of the school room, has exercised an immense influence on national education and national life in that "land of learning."

If, then, the importance of trained teachers is recognized in Germany, it should be so pre-eminently (I repeat) with us in Canada, if we are to have a really great system of National education. For, as I have said, our Secondary Schools train our teachers. In Germany there are about 180 Normal Schools where the literary and the professional training of teachers are carried on concurrently; but with us the literary training is separated from the professional. Now, as before remarked, a teacher will teach as he has been taught. Taught after good methods, he will teach well if possessed of fair natural aptitude; taught badly, he will prove a failure. It is true we have Model Schools and two Normal Schools to give professional training, but from the shortness of the courses in these schools, the evil effects of previous bad teaching cannot be remedied in the professional training, and the teacher will naturally go back to the methods by which he has himself for months or even years been taught, rather than follow the methods he has been told to follow. So great and marked is this tendency that many leading American educators (as well as those in France and Germany) maintain that the *literary and professional training must go hand in hand.*

However this may be, it is certain that if our system (remarkable for its cheapness and simplicity) is to be a complete success, the teaching in our High Schools where our

teachers receive their education, must be of good quality. But much of it is *not* of good quality and cannot be of good quality until we provide some means of teaching the teachers, of giving them at least a fair professional training. The Rev. Dr. Ryerson saw and recognized this long ago, even when our Normal School was not confined to professional training alone, and hence he established a "Model Grammar School." This was not continued for reasons which it is not now necessary to examine,—but his views were thoroughly sound, they were in accord with those of the ablest educators that this age has produced.

Under a judicious system of Professional training our teachers would be turned out, I think, more like what they ought to be—something like the "God-ordained priests of education" rather than man-made or law-made schoolmasters. The influence of such teachers on the intellectual, moral and industrial life of the nation, who can measure?

For, to quote the sentiment of a celebrated French report, "the greatest nation will be that which is the greatest producer, and the greatest producer will be that which is the best educated, and therefore capable of utilizing all the means of action which science places at man's disposal to aid him in triumphing over matter."

And Education depends on the *schools* and the *schools* on the *teachers*, therefore we must, in the language of Mill, endeavour to overcome "the great preliminary difficulty of fashioning the instruments, of *teaching* the *teachers*."

Toronto, January, 1883.

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2. *Report of J. E. Hodgson, Esq., M.A., Inspector.*

Sir,—In presenting this, my first, report of High School inspection I wish to premise that I visited schools west of Toronto only, and therefore my opinions or impressions need not be received as true of the whole Province.

I am glad to be able to affirm that I found the masters and teachers almost uniformly energetic and anxious to advance the best interests of their pupils; I likewise found almost uniformly that the masters complained of being hampered in their efforts by the money value which has heretofore attached to securing "Upper School" pupils. This complaint is made to do duty as an explanation of the all but total disregard of such every-day subjects as reading and writing.

There are very few schools in western Ontario in which adequate attention is paid to these subjects; there are some in which neither is taught except incidentally. English orthography is proverbially difficult, but I am convinced that a great part of the bad spelling is due to bad writing: the girls in the schools spell better than the boys: they also write better.

For the neglect of reading no excuse can be accepted; a pupil's ability to read a passage appreciatively is one of the best proofs that he understands it.

If it be true, as Whately has it, that any one who understands a sentence will read it intelligibly, there are a great many High School pupils in Ontario who do not understand simple passages of Goldsmith's "Traveller" or Scott's "Marmion." Indeed judging from the style and grammatical forms used by both masters and pupils, I fear that the study of English generally does not receive the attention it merits.

Such sentences as follow do not sound well from the lips of prominent masters, but they were uttered in my hearing:—

"There will one road run now."
"They had'nt got to work hard."
"He ended it up with a smile."
"What had she ought to say?"
"Those (pupils) will learn this up."
"I'm not done with that."

In the teaching of English too much time is spent on analysis; too little, on synthesis. We shall not have accurate English spoken or written in the schools, so long as this is the case. The department taught best and most is Mathematics; that taught worst

and least is English. The languages (other than English) are fairly handled ; in some schools the linguistic attainments of the more advanced pupils are high : but as most candidates for University matriculation select Mathematics as their "Honour" subject, Mathematics is the most prominent feature of the programme.

Physical science as taught in the schools has little educational value except as a means of training the memory ; to give it an educational value it is necessary *that experiments be performed and investigations made by the pupils :* as a rule the supply of apparatus and appliances is so meagre as to preclude the possibility of this.

I was pleased to notice that those schools in which the teaching staff has remained unchanged for some time seemed to be pervaded by the most healthy spirit : and the payment of higher salaries which is certain to result from the proposed new method of distributing the Legislative Grant, may be relied on as a means of securing and retaining the services of more accomplished teachers.

The introduction of the regulation requiring High School assistants to obtain some knowledge of approved educational methods tends, I think, in the same direction. It will not be so common in the future as it has been in the past, for young graduates to take temporary positions in High Schools as stepping stones to something else. This practice has been responsible for not a few of the frequent changes of teachers so greatly and so justly complained of.

Toronto, January, 1883.

PART II.

STATISTICAL REPORT,

BEING

STATISTICS OF PUBLIC, SEPARATE AND HIGH SCHOOLS

FOR THE YEAR 1881.

PART II.

STATISTICAL REPORT,

BEING

Statistics of Public, Separate, and High Schools for the Year 1881.

1. Public Schools.

I.—Receipts and Expenditure, also Comparisons with the Year 1880.

Receipts.—1. The amount apportioned from the Legislative grant was $258,297, being $244,228 for Public Schools, and $14,069 for Separate Schools—decrease of $5,156. The apportionment is made to the several Counties, Townships, Cities, Towns and Incorporated Villages, according to the ratio of the population in each, as compared with the whole population of the Province, as shown by the last annual returns from the respective Counties, Cities and Towns separate. The principle of distribution amongst the respective Schools in each Municipality is according to the average attendance and the time of keeping open the Schools, Public and Separate, in each such Municipality.

2. The amount from County Rates was $896,808, showing an increase of $18,092.

3. The amount available from Local Municipal Rates was $1,455,747, increase, $12,534.

4. The amount from the Municipalities Fund, Surplus Distribution, and other like sources, applied to School purposes in 1881, was $648,385, decrease, $21,061.

5. The total receipts for all Public School purposes for the year 1881 amounted to $3,259,238, showing an increase of $4,409 over the total receipts of the year 1880.

Expenditure.—1. The amount paid by Trustees for salaries of Teachers in 1881 was $2,106,019, decrease, $7,161.

2. For maps, globes, prize books and libraries, $14,022—decrease, $11,199.

3. For sites and building of school-houses, $280,460, increase, $31,070.

4. For rent and repairs of school-houses, etc., $443,769, increase, $9,508.

5. Total expenditure for all Public School purposes, $2,844,271, increase $22,218.

6. Balance of school moneys not paid at the end of the year when the returns were made, $419,967, decrease, $17,809.

7. The average cost per pupil, based on total expenditure, was $5.69 for rural districts, $8.12 for cities, $6.13 for Towns, being for the whole Province $5.92. In 1876, these figures were $5.98, $8, $6.10, and $6.15 respectively. The cost per pupil is therefore 29 cents for counties, 12 cents for cities, 2 cents for towns, and 23 cents for the Province, less than in 1876.

8. The cost per capita of each pupil based on expenditure for Teachers' salaries was $4.43 ; on maps, apparatus, etc., 3 cents ; on capital account, 59 cents ; all other sources, 87 cents.

9. Tables showing the progressive increase or decrease in the Total Receipts and Expenditure, covering a period of eleven years, are also given.

10. Particulars in detail will be found in Table A.

II.—School Population—Ages of Pupils—Pupils Attending Public Schools—Average Attendance.

The School Act of 1881 requires every Municipal Council, after the first of January in each year, to cause its Assessor to set down on the annual assessment-roll, in separate columns, the number of children of the ages, over 16 and under 21, and between 7 and 13, in addition to the column between 5 and 16.

The law at present requires that the Trustees returns of school population shall include the whole number of children resident in their school division; and confers the *equal* right of attending the schools upon all residents in such division, between the ages of five and twenty-one years.

1. The school population (comprising only children between the ages of five and sixteen years) reported by Trustees was 484,224, decrease, 5,700.

2. The number of pupils between the ages of five and sixteen years attending the schools was 459,826, decrease 4,569. Number of pupils of other ages attending the schools, 16,442, decrease, 2,208. Total number of pupils attending the schools, 476,268, decrease, 6,777.

3. The number of boys attending the schools, 251,661, decrease, 4,016. The number of girls attending the schools, 224,607, decrease, 2,761.

4. The number reported as not attending any school for four months during the year is 29,143, decrease, 1,052. These were between the ages of seven and twelve years, during which School Boards and Trustees were required by law to see that all the children in their school districts attended school for four months in the year; but by the School Act in 1881, now in force, the parent or guardian of every child between the ages of 7 and 13 is required to cause such child to attend a Public School for eleven weeks in each of the two terms of the Public School Year, and the attendance must be during the whole time, in each week, except in cases where half-time is allowed.

5. The following is an estimate of the total number of children of school age who are probably not attending any school:—

The total school population (5 to 16) of the Province of Ontario.....		484,224
" No. of pupils attending (5 to 16) Public Schools...	459,826	
No. of pupils attending High Schools (deducting 25 per cent. for ages over 16)	9,852	
No. of pupils at Universities, Colleges, Private Schools, &c. (deducting 50 per cent. for ages under 5 and over 16) ..	5,750	
		475,428
Estimate of number not probably attending any school....		8,796

Or, 2 per cent. of the total school population.

(2) Estimate of Total No. of Children between 7 and 12 years of age not probably attending any School.

According to data in Table, the No. of children between 7 and 12 years of age should be at least one-half of the total school population (5 to 16), viz.: 242,112; but to this there has been added 20 per cent. =48,422, for the prevailing ages (7 to 12), thus making 290,534 children between those ages; 2 per cent. of this would give the total number of children from 7 to 12 not attending any school as..... 5,810

Or 2 per cent. of the total number of children (7 to 12).

It is to be remembered that under the provision of the law in force during the year 1880 and for the first half of 1881, while the principle of compulsory attendance was recognized and any parent was liable in penalties for the non-attendance of his children between 7 and 12 years of age during four months of the year, yet, inasmuch as no pro-

ceeding could be taken until after such default had occurred, these provisions were practically inoperative. The School Act of 1881, 44 Vic., chap. 30, however, provides efficient machinery for securing the attendance of each child during the respective periods of 11 weeks in each of the two Public School terms, by similar provisions to those in compulsory by-laws under the elementary English Act and under the compulsory clauses of the Scotch Act. The Provincial Act took effect during the last term of 1881, and it is now time that School Boards and Trustees should put into practical execution the efficient provisions contained in it, in order to secure the attendance at school of every child within these years.

6. The average attendance viz., the aggregate daily attendance divided by the number of legal teaching days in the year, being 222 for Rural and 211 for Urban Schools, was 215,264, decrease, 4,804.

7. The per centage of average attendance, as compared with total number attending school, is for Rural Districts, 42 per cent.; Cities, 58 per cent.; Towns, 54 per cent.; Province, 45 per cent.

8. The percentage of pupils under 5 to the total number attending school is $\frac{31}{100}$; for pupils between 5 and 16, $96\frac{50}{100}$; for those between 17 and 21, $3\frac{4}{100}$; and for those over 21, $\frac{15}{100}$. Boys constitute 53 per cent. and girls 47 per cent. of the attendance.

9. 9 per cent. of the pupils attended for less than 20 days during the year.
18 " " from 20 to 50.
25 " " " 51 to 100.
22 " " " 101 to 150.
21 " " " 151 to 200.
5 " " " 201 to whole year.

10. The average attendance of pupils is $11\frac{1}{2}$ per cent. of the total population. Particulars in detail will be found in Table B.

III.—Number of Pupils in the Different Branches of Instruction.

This table shows the number of pupils as classified under the present system.

The following summaries show:

1. The percentage in the several classes, as compared with the whole number of pupils attending school.

	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.
Percentage for Counties	33	23	26	16	2	$\frac{0}{100}$
" Cities	36	20	25	14	4	$1\frac{33}{100}$
" Towns	35	22	26	15	2	$\frac{10}{100}$
" Province	34	22	25	16	3	$\frac{30}{100}$

2. The percentage in the principal subjects of instruction, as compared with the whole number of pupils attending school.

	Spelling and Dictation.	Writing.	Arithmetic.	Geography.	Drawing.	Vocal Music.	Object Lessons.	Grammar and Composition.	Canadian History.	English History.
Percentage for Counties	80	82	85	57	31	26	34	42	14	14
" Cities	88	87	93	74	71	85	63	56	17	16
" Towns	89	88	95	65	45	44	50	47	18	16
" Province	82	84	87	60	37	33	39	44	15	15

3. Particulars in detail will be found in Table C.

IV.—Number of Teachers—Annual Salaries—Certificate.

1. *Number of Teachers, Male and Female.*—In the 5,238 schools reported, 6,922 teachers have been employed, increase, 175; of whom 3,362 are male teachers, increase, 98; and 3,660 are female teachers, increase, 77. There are 198 more female than male teachers.

2. *Annual Salaries of Teachers.*—The highest salary paid to a male teacher in a *County*, $900—the lowest, $120; in a *City*, the highest, $1,100—the lowest, $400; in a *Town*, the highest, $1,000—the lowest, $275. The *average* salary of *male* teachers in *Counties* was $384—of *female* teachers, $240; in *Cities*, of male teachers, $755—of female teachers, $330; in *Towns*, of male teachers, $562—of female teachers, $261. The number of teachers who had attended the Normal Schools at Toronto or Ottawa was 1,799, an increase of 163.

3. *Teachers' Certificates.*—Total number of certificates or licensed teachers reported, 6,928, increase, 181; Provincial Certificates, 1st class, 258, increase 19; 2nd class, 1,970, increase 95; County Board Certificates of the Old Standard, 1st class, 265, decrease, 14; 2nd class, 89, decrease, 15; New County Board 3rd class Certificates, 3,828, increase, 122; Interim Certificates, 321, decrease, 35; other Certificates, 197, increase, 9.

4. Particulars in detail will be found in Table D.

V.—School Boards and Rural School Corporations.

1. The number of *Urban School Boards* was as follows:—In Cities, 20; in Towns, 97; in Incorporated Villages, 133, being a total of 250.

2. The number of *Urban School-houses* was as follows:—In Cities, 133; in Towns, 195; in Incorporated Villages, 186. Total, 514.

3. The number of *Township School Boards* was 6, that is to say, in the following Townships—Enniskillen, Tuckersmith, Macaulay, Morrison, McKellar, and Christie.

4. The number of *Rural School Sections* was 5,102, increase 96. The number of *Rural Schools* reported as kept open was 5,052, increase 104.

5. The increase in number of *Rural School-houses* was 91.

6. The whole number of School-houses reported is 5,278, of which 1,695 are *brick*, 521 *stone*, 2,372 *frame or concrete*, 690 *log*.

7. *Titles to School Sites.—Freehold*, 5,119, increase, 105 ; *Rented*, 159, decrease, 9.

8. *School Visits.*—By Inspectors, 13,917, increase, 499 ; by other persons, 58,138, increase, 1,027. Total school visits, 92,396, increase, 2,353. Trustees especially are bound to show their zeal and interest in Public School Education by personal visits to the schools.

9. *School Lectures*—By Inspectors 530, increase, 56 ; by other persons, 174, decrease, 28.

10. *Time of keeping the Schools open.*—The average time of keeping the Schools open, exclusive of holidays, vacations, and Sundays, was *two hundred and eight days* in 1881. The actual number of legal teaching days was 222 for Rural and Urban Schools not united, or in the same City, Town, or Village, with High Schools: and 211 for Urban and Rural Schools united and in the same City, Town, or Village with High Schools.

11. *Public School Examinations.*—The whole number of Public School Examinations was 9,242, increase 266. In each school a public *quarterly* examination is required to be held, and the teacher is directed to give notice to trustees and parents of pupils, and to the school visitors resident in the Section. It is intended that such examinations be tests of efficiency on the part of teachers, and of the progress of pupils.

12. *School Prizes and Merit Cards.*—The number of Schools in which prizes are reported as having been distributed is 1,393, decrease, 109.

13. *Prayers and Ten Commandments.*—Of the 5,238 Schools reported, the daily exercises were opened and closed with prayers in 4,501 of them, increase, 12 ; and the Ten Commandments were taught in 2,802, increase, 76. While the Public Schools Act provides that "No person shall require any pupil in any Public School to read or study from any religious book, or to join in any exercise of devotion or religion objected to by his or her parent," the Department has framed regulations of a recommendatory nature on the subject, with forms of prayers, in the earnest hope that School Boards, Trustees, and Teachers may thus be better enabled to impress upon their pupils the principles and duties of our common Christianity. In 4,501 out of 5,238 schools, religious exercises of the kind recommended by the Department are voluntarily conducted.

14. *Maps.*—Maps are used in 4,740 schools, decrease, 12. Total number of maps used in schools, 39,719, decrease, 385.

15. See Table E.

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2. Roman Catholic Separate Schools.

VI.—The Roman Catholic Separate Schools.

1. The number of Roman Catholic Separate Schools is 195, decrease during the year, 1.

2. *Receipts.*—The amount apportioned and paid by the Department of Education from the Legislative Grant to Separate Schools, according to average attendance of pupils as compared with that at the Public Schools in the same Municipalities, was $14,069, decrease, $33. The amount of School *rates* from the supporters of Separate Schools, was $93,422, increase, $2,689. The amount *subscribed* by supporters of Separate Schools, and from other sources, was $29,582, decrease, $2,455. Total amount received from all sources was $137,073, increase, $200.

3. *Expenditure.*—For payment of teachers, $75,860, decrease, $1,424 ; for maps, prize books, and libraries, $1,083, decrease, $1,235 ; for sites and building School-houses, $21,084, increase $1,210 ; for other School purposes, $25,696, decrease, $3,289.

4. *Pupils.*—The number of pupils reported as attending the Separate Schools was 24,819, decrease, 492. *Average attendance,* 13,012, increase, 278.

5. The whole *number of teachers* employed in the Separate Schools was 374, increase, 30 ; male teachers, 105, increase, 5 ; female teachers, 269, increase, 25.

6. The following table shows the class and number of Roman Catholic Separate School Certificates held by the teachers of these schools :—

Ontario Certificates.						Quebec Certificates.					Religious Communities.		Total.
1st Class.	2nd Class.	3rd Class.	Permits.	Interim.	Special.	1st Class.	2nd Class.	3rd Class.	Model Sch'l Diplomas.	Elementary.	Male.	Female.	
10	49	99	4	6	1	8	12	7	4	3	51	197	451†

†Of this number many belong to Religious Communities, and hold Certificates in addition ; while others again hold more than one Certificate, making the total number of Certificates 451.

7. Table F also shows the branches taught in the Separate Schools, and the number of pupils in each branch ; the number of schools using maps, etc.

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3. *High Schools.*

VII.—Comparative Statement—Years 1880 and 1881.

1. A comparative statement will be found in Table G, of the progress or decline of each High School in 1881, as contrasted with the work of the previous year, 1880, under the respective headings of total number of pupils, average attendance both total and in the Upper School, percentage of the pupils attending in the Upper, percentage in the Lower School, admission and intermediate examination, apportionment of Legislative grant and expenditure.

2. The percentage of average attendance to total number attending Collegiate Institutes was ..... 57 per cent.
The percentage of average attendance to total number attending High Schools was ..... 54 "
The percentage of average attendance to total number attending Collegiate Institutes and High Schools ..... 56 "

3. The percentage of (average attendance) Upper School to total number attending, is for Collegiate Institutes.....10 p.c. } For Coll. Insts. and High Schools, 7 per cent.
The percentage of (average attendance) Upper School to total number attending, is for High Schools..... 5 " }

The percentage of (average attendance) Lower School to total number attending, is for Collegiate Institutes.....47 p.c. } For Coll. Insts. and High Schools, 49 per cent.
The percentage of (average attendance) Lower School to total number attending, is for High Schools.....49 " }

VIII.—Receipts and Expenditure—Pupils—Number of Schools.

1. *Receipts.*—The amount received by the High School Boards from Legislative grant, for the salaries of teachers, was $83,288, increase, $383. The amount of *Municipal Grants* in support of High Schools was $200,814, decrease, $21,819. The amount

received for *pupils' fees* was $30,891, increase, $2,362. Balances of the preceding year and other sources, $56,256, decrease, $41,986. Total receipts, $371,250, decrease, $61,059.

2. *Expenditure.*—For salaries of masters and teachers, $257,218, increase, 9,323; for building, rent, and repairs, $23,703, decrease, $42,713; for fuel, books and contingencies, $62,768, decrease, $35,223; for maps, prize books, apparatus and libraries, $2,160, increase, $534. Total expenditure for the year, $345,850, decrease, $68,079. Balance of moneys not paid out at the end of the year, $25,399, increase, $7,019.

3. *Number of Pupils*, 13,136, increase, 226.

4. *Number of Schools*, 104.

5. The cost per pupil, based on total expenditure, was for—

Collegiate Institutes	$33 00
High Schools	25 00
Collegiate Institutes and High Schools	26 00

6. Thirty-five High Schools charge fees; 69 are free; 52 are united with Public Schools.

7. Particulars will be found in Table H.

IX.—Number of Pupils in the Subjects of Study.

1. The details appear in Table I, and the following is a summary of the principal subjects of the total number, as well as the respective percentages of the whole number of pupils attending :—

English Grammar.	Composition.	Reading, Dictation and Elocution.	Book-keeping.	Arithmetic.	Algebra.	Geometry.	Mensuration.	History.	Geography.	French.	German.	Latin.	Greek.
13086	13050	12290	5005	13097	13032	12926	8383	12937	12802	5988	877	5389	967
or 100	or 100	or 94	or 38	or 100	or 99	or 99	or 64	or 99	or 98	or 45	or 6	or 41	or 7
per ct.	per ct.	per ct.	per ct.	per ct.	per ct.	per ct.	per ct.	per ct.	per ct.	per ct.	per ct.	per ct.	per ct.

X.—Accommodation and Miscellaneous.

For particulars as to school accommodation, maps, globes, etc., see Table K; also for names, university and degrees of Head Masters, numbers of Assistants, etc.

4.—*General Statistical Abstract.*

Table L is a general Statistical Abstract, exhibiting the state and progress of Education in Ontario from 1872 to 1881 inclusive.

TABLES

REFERRED TO IN FOREGOING

STATISTICAL REPORT.

I.—TABLE A.—The Public

RECEIPTS.

COUNTIES. (Including Incorporat'd Villages, but not Cities or Towns.)	For Teachers' Salaries (Legislative Grant.) Public Schools.	R. C. Separ'te Schools.	Total.	School Municipal Grants.	Trustees' School Assessment.	Clergy Reserve Fund, Balances and other sources.	Total Receipts for all Public School Purposes.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Glengarry	2427 00	250 50	2677 60	2389 22	15235 30	2378 32	22680 34
Stormont	2095 00	52 50	2147 50	2097 11	14351 45	2053 12	20609 18
Dundas	2556 00	.....	2556 00	5132 84	17750 42	3312 31	28751 57
Prescott and	2469 00	301 09	2770 00	6191 87	23631 88	6150 64	40227 39
Russell	1483 00	.....	1483 00				
Carleton	4146 00	260 00	4406 00	6183 07	36240 15	6229 11	53058 33
Grenville	2471 00	28 00	2499 00	5697 02	13308 14	7674 63	29178 79
Leeds	4017 00	12 50	4029 50	7414 82	31466 48	10752 04	53662 84
Lanark	3744 00	.....	3744 00	7505 95	25796 71	7261 68	44308 34
Renfrew	5738 00	260 50	5998 50	9021 47	28090 38	7180 61	50290 96
Frontenac	3226 00	127 50	3353 50	4745 64	25538 32	8972 88	42610 34
Lennox and Addington	3068 00	60 50	3128 50	4633 23	20774 89	8646 57	37183 19
Prince Edward	2247 00	.....	2247 00	2802 79	22979 23	8214 37	36243 39
Hastings	6898 25	.....	6898 25	9169 65	41344 57	12175 50	69587 97
Northumberland	4269 50	62 00	4331 50	7561 01	34252 17	9722 95	55867 63
Durham	3691 00	.....	3691 00	6238 75	33815 32	5426 78	49171 85
Peterborough	3129 00	106 50	3235 50	5963 00	21560 87	3844 36	34603 73
Haliburton	2244 90	.....	2244 90	670 69	6060 19	2317 25	11293 03
Victoria	6271 60	.....	6271 60	9691 06	32558 10	12399 09	61119 85
Ontario	6033 00	.....	6033 00	10272 01	43939 84	15443 14	75687 99
York	7915 00	173 50	8088 50	15920 60	59092 30	28852 61	111954 01
Peel	2779 09	27 00	2806 00	4975 84	24661 88	9651 92	42095 64
Simcoe	9197 00	132 00	9329 00	12561 17	69918 92	22109 99	113919 08
Halton	2591 00	.....	2591 00	6834 99	18973 55	8280 54	36680 08
Wentworth	3606 00	20 00	3626 00	4239 73	28603 41	12752 24	49221 38
Brant	2270 00	.....	2270 00	2846 35	18484 51	14058 06	37658 92
Lincoln	2317 00	154 50	2471 50	9625 54	19389 83	12909 15	44396 02
Welland	3194 00	167 50	3361 50	6816 07	25867 06	15305 61	51980 24
Haldimand	3275 00	2 50	3277 50	7406 25	24640 55	9754 31	45078 61
Norfolk	3972 00	29 50	4001 50	5619 98	29922 43	16246 39	55790 30
Oxford	4574 00	.....	4574 00	6374 90	49250 07	13869 58	74068 55
Waterloo	3722 00	139 50	3861 50	9549 80	37507 19	19506 14	70424 72
Wellington	6219 00	232 00	6451 00	13353 38	48764 75	18470 68	87239 81
Dufferin	2109 00	.....	2109 00	3159 09	16355 34	3125 88	24749 31
Grey	7932 50	261 00	8193 50	7563 35	64217 42	14866 38	94840 65
Perth	4794 00	84 50	4878 50	4580 83	43701 91	10031 62	63188 86
Huron	7788 00	97 00	7885 00	13233 60	67732 08	15304 18	104154 86
Bruce	7283 75	76 00	7359 75	19490 09	56420 53	15339 92	98610 29
Middlesex	8785 00	136 00	8921 00	29541 56	74258 67	18071 04	130791 67
Elgin	4656 00	.....	4656 00	9713 65	35451 10	8710 43	58531 18
Kent	5016 50	168 00	5184 50	14930 93	46069 17	23544 12	91728 72
Lambton	5537 00	94 50	5631 50	12818 97	52497 26	26596 72	97544 45
Essex	4048 00	137 00	4185 00	7330 24	36272 67	14684 26	62472 17
Districts	5759 37	.....	5759 37	4001 87	19001 13	5818 02	34580 39
Total	191564 37	3653 50	195217 87	346070 07	1455747 52	500710 66	2497746 12
CITIES.							
Belleville	1200 00	306 50	1506 50	16254 21	.....	979 05	18739 76
Brantford	1417 00	196 50	1613 50	12438 86	.....	2176 31	16228 67
Guelph	1207 00	247 50	1454 50	11615 92	.....	167 97	13238 39
Hamilton	4160 00	902 00	5062 00	38991 65	.....	24088 21	68141 86
Kingston	1486 00	602 50	2088 50	15238 48	.....	3006 66	20333 64
London	2433 00	481 50	2914 50	32991 73	.....	5957 02	41863 25
Ottawa	1655 00	1710 50	3365 50	31955 26	.....	25005 19	60325 95
St. Catharines	1173 00	408 00	1581 00	13514 98	.....	1407 45	16503 43
St. Thomas	1070 00	152 50	1222 50	11439 67	.....	2183 32	14845 49
Toronto	8855 00	1767 00	10622 00	115150 00	.....	19103 29	144875 29
Total	24656 00	6774 50	31430 50	299590 76	.....	84074 47	415095 73

Schools of Ontario.

EXPENDITURE.

For Teachers Salaries.	For Maps, Apparatus, Prizes and Libraries.	For Sites and Building School-houses.	For Rent and Repairs, Fuel and other Expenses.	Total Expenditure for all Public School Purposes.	Balances.	Average Cost per Pupil.
$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
17099 85	95 05	774 87	2360 78	20330 55	2349 79	3 81
16182 21	6 25	900 52	1930 40	19019 38	1629 80	4 13
19414 57	23 60	2375 28	2715 50	24528 95	4222 62	4 50
26884 86	147 31	3807 12	4484 09	35323 38	4904 01	4 12
36992 49	549 34	3531 98	6512 73	46586 54	6471 79	5 16
21531 46	27 95	1750 02	3010 51	26319 94	2858 85	5 25
36745 80	118 74	2513 55	6978 95	46357 04	7305 80	5 71
32153 73	252 45	1859 14	5276 96	39542 28	4766 06	5 64
34681 88	107 24	2739 10	5445 23	43033 45	7257 51	5 23
30041 89	141 97	1732 52	5040 93	36957 31	5653 03	5 29
27274 82	104 55	617 81	4479 16	32476 34	4706 85	5 43
26048 69	18 55	1189 71	3590 81	30847 76	5395 63	6 88
48776 48	139 31	1622 01	8280 01	58817 81	10779 16	5 66
39818 88	204 84	2118 68	5995 36	48137 76	7729 87	5 47
36228 62	193 26	2316 28	4369 80	43107 96	6053 89	5 87
27401 70	53 17	426 86	3449 27	31331 00	3271 73	5 55
7286 05	41 05	1310 14	1035 35	9672 59	1620 44	6 54
39698 80	307 12	10888 49	6416 12	57310 53	3809 32	5 81
50643 83	312 39	6153 15	10211 68	67321 05	8366 94	6 05
72995 06	571 35	7784 80	15786 98	97138 19	14815 82	5 92
28890 12	227 92	1651 94	4781 05	35651 03	6444 61	5 88
75003 66	461 72	13879 96	11188 03	100532 87	13386 21	5 75
27251 54	41 95	1332 30	3767 22	32393 01	4287 07	6 31
31792 67	285 20	4271 81	5262 86	41612 54	7608 84	6 31
23979 86	130 83	3677 60	4724 68	32512 97	5145 95	7 09
25206 36	137 31	1721 73	5284 76	32350 16	12045 86	6 87
27943 45	117 58	2691 73	5784 83	36537 59	15442 65	6 05
30269 88	81 77	2541 47	4761 60	37654 72	7423 89	5 69
33898 27	146 60	3582 95	5662 42	43290 24	12500 06	4 95
50277 75	455 53	3401 14	9744 81	63879 23	10189 32	6 42
46384 65	306 29	968 32	6278 31	53937 57	16487 15	6 53
59421 41	296 17	6758 05	9892 49	76368 12	10871 69	5 44
18045 05	150 45	1568 14	2584 03	22347 67	2401 64	4 60
66787 79	671 08	7520 43	8555 60	83534 90	11305 75	4 65
45802 83	188 58	1852 25	6682 23	54525 89	8662 97	5 43
79946 02	244 87	3683 24	9822 35	93696 48	10458 38	5 17
69723 97	442 00	7376 05	9502 20	87044 22	11566 07	5 17
85378 71	478 40	14200 14	14565 57	114622 82	16168 85	6 70
40861 77	205 16	1943 44	7636 36	50646 73	7884 45	5 93
50366 81	237 18	11064 30	11657 54	73325 83	18402 89	6 17
54637 56	607 91	16452 88	10773 70	82472 05	15072 40	7 00
38489 82	463 01	7572 86	8111 13	54636 82	7835 35	6 13
22818 11	201 00	5115 17	5448 85	33583 13	997 26	6 68
1681179 23	10054 00	180039 93	280043 24	2151316 40	346429 72	5 69
9530 76	10 00	2832 72	5171 26	17544 74	1195 02	7 35
9897 39	1106 90	.....	5090 89	16095 18	133 49	6 71
8458 00	.....	16 69	4556 82	13031 51	206 88	6 22
35540 96	647 25	14955 80	16483 98	67627 99	513 87	9 07
10523 35	365 48	766 67	6024 62	17680 12	2053 52	5 20
16601 50	83 88	5749 02	11020 87	33455 27	8407 98	6 88
24136 19	159 63	13118 03	14728 67	52142 52	8183 43	9 67
10913 85	34 05	.....	4167 57	15115 47	1387 96	6 39
5075 73	.....	8296 80	1383 34	14755 87	89 62	8 54
80138 30	644 31	31888 13	30702 77	143373 51	1501 78	8 94
210816 03	3051 50	77623 86	99330 79	390822 18	24273 55	8 12

I.—TABLE A.—The Public

RECEIPTS.

TOWNS.	For Teachers' Salaries (Legislative Grant.)			Municipal School Grants.	Trustees' School Assessment.	Clergy Reserve Fund, Balances and other sources.	Total Receipts for all Public School Purposes.
	Public Schools.	R. C. Separ'te Schools.	Total.				
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Almonte	273 00	96 00	369 00	2268 29	.....	917 22	3554 51
Amherstburgh	162 00	189 50	351 50	3696 49	.....	4159 05	8207 04
Barrie	568 00	55 50	623 50	5991 82	.....	936 40	7551 72
Berlin	575 00	73 00	648 00	5543 03	.....	496 91	6687 94
Bothwell	145 00	.....	145 00	1108 16	.....	1116 59	2369 75
Bowmanville	488 00	.....	488 00	4437 00	.....	270 21	5195 21
Brampton	550 00	.....	550 00	3040 19	.....	488 70	4078 89
Brockville	922 00	238 00	1160 00	7501 18	.....	2010 38	10671 56
Chatham	981 00	188 00	1169 00	17500 36	.....	4057 08	22726 44
Clinton	438 00	.....	438 00	3100 00	.....	216 68	3754 68
Cobourg	673 00	148 50	821 50	4650 00	.....	885 37	6356 87
Collingwood	608 00	.....	608 00	4181 00	.....	535 94	5324 94
Cornwall	482 00	206 50	688 50	4029 82	.....	874 96	5593 30
Dundas	368 00	133 50	501 50	4305 00	.....	200 14	5006 64
Durham	249 00	.....	249 00	1800 00	.....	34 48	2083 48
Galt	692 00	75 50	767 50	5478 66	.....	3297 18	9543 34
Goderich	662 00	54 00	716 00	4893 51	.....	313 06	5922 57
Harriston	245 00	.....	245 00	2097 22	.....	038 28	2380 50
Ingersoll	745 00	93 50	838 50	5297 94	.....	432 59	6568 94
Kincardine	470 00	.....	470 00	3966 00	.....	649 29	5085 29
Lindsay	584 00	287 00	871 00	7118 84	.....	1241 53	9231 37
Listowel	380 00	.....	380 00	2488 60	.....	372 45	3241 05
Meaford	244 00	.....	244 00	2000 00	.....	115 11	2359 11
Mitchell	343 00	.....	343 00	2707 50	.....	157 05	3207 55
Milton	277 00	.....	277 00	2079 25	.....	562 54	3918 79
Mount Forest	414 00	9 00	423 00	2331 71	.....	835 85	3590 56
Napanee	566 00	.....	566 00	3524 47	.....	277 77	4368 24
Newmarket	293 00	42 00	335 00	2870 00	.....	1821 98	5026 98
Niagara	214 00	.....	214 00	1215 46	.....	505 37	1934 83
Niagara Falls	219 00	44 50	263 50	2793 02	.....	2451 32	5507 84
Oakville	197 00	42 50	239 50	1911 88	.....	34 00	2185 38
Orangeville	471 00	.....	471 00	2510 00	.....	2166 02	5147 02
Orillia	311 00	38 50	349 50	13041 00	.....	166 11	13556 61
Oshawa	543 00	69 00	612 00	5120 27	.....	1079 28	6811 55
Owen Sound	713 00	33 50	746 50	5304 48	.....	79 22	6130 20
Palmerston	219 00	.....	219 00	2006 83	.....	5 33	2231 16
Paris	372 00	63 50	435 50	4677 51	.....	3170 50	8283 51
Pembroke	241 00	162 00	403 00	3896 70	.....	826 85	5126 55
Perth	419 00	75 50	494 50	2687 58	.....	402 95	3585 03
Peterborough	646 00	270 00	916 00	6320 73	.....	2804 14	10040 87
Petrolia	459 00	.....	459 00	4300 00	.....	437 89	5196 89
Picton	448 00	55 00	503 00	4702 16	.....	2041 27	7246 43
Port Hope	851 00	.....	851 00	6550 00	.....	152 45	7553 45
Prescott	271 00	147 50	418 50	3609 85	.....	2707 66	6736 01
Sandwich	145 00	.....	145 00	1953 00	.....	178 15	2276 15
Sarnia	533 00	133 50	666 50	4865 00	.....	737 12	6268 62
Seaforth	331 00	.....	331 00	1800 00	.....	998 85	3129 85
Simcoe	451 00	.....	451 00	2262 66	.....	134 16	2847 82
St. Mary's	582 00	74 00	656 00	3433 25	.....	641 95	4731 20
Stratford	1126 00	223 00	1349 00	9264 09	.....	359 68	10972 77
Strathroy	582 00	.....	582 00	4075 00	.....	513 70	5170 70
Thorold	255 00	137 00	392 00	2328 83	.....	2307 57	5028 40
Tilsonburg	267 00	50 00	267 00	2032 11	.....	543 17	2842 28
Trenton	479 00	94 50	94 50	1455 90	.....	1488 49	3517 89
Walkerton	463 00	.....	463 00	3249 40	.....	1802 21	5514 61
Waterloo	276 00	.....	276 00	3000 00	.....	367 03	3643 03
Welland	453 00	.....	453 00	400 00	.....	2068 65	2921 65
Whitby	479 00	47 50	526 50	4432 02	.....	368 15	5326 67
Windsor	922 00	.....	922 00	8340 23	.....	671 87	9934 10
Wingham	294 00	.....	294 00	2441 63	.....	.....	2735 63
Woodstock	858 00	.....	858 00	5160 78	.....	2529 87	8548 65
Total	28008 00	3641 00	31649 00	251147 41	.....	63600 20	346396 61

Schools of Ontario.

EXPENDITURE.

For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries.	For Sites and Building School-houses.	For Rents and Repairs, Fuel and other Expenses.	Total Expenditure for all Public School Purposes.	Balances.	Average Cost per Pupil.
$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
2250 00	.....	.....	659 41	2909 41	645 11	5 49
2995 39	4 00	4273 00	620 72	7893 11	313 93	12 61
5462 15	18 57	1012 87	954 33	7447 92	103 80	7 07
4859 84	69 06	359 78	906 98	6195 66	492 28	8 02
1272 15	2 75	.....	273 35	1548 25	821 50	5 36
4675 00	.....	.....	485 12	5160 12	35 09	6 73
3026 66	19 75	.....	966 95	4013 36	65 53	5 56
6266 20	20 45	458 00	2304 79	9049 44	1622 12	5 73
10878 13	12 18	.....	2990 25	13880 56	8845 88	6 84
3060 25	56 40	28 00	489 04	3633 60	120 99	5 40
4285 00	46 00	.....	1601 51	5932 51	424 36	5 92
3497 92	.....	.....	977 03	4474 95	849 99	3 81
3173 80	98 77	74 75	714 47	4061 79	1531 51	3 76
3404 81	56 61	2 85	1195 59	4659 86	346 78	4 95
751 48	.....	496 00	836 00	2083 48	.....	6 92
4783 78	21 00	.....	1280 40	6085 18	3458 16	5 27
4320 00	59 55	.....	1360 02	5739 57	183 00	5 34
1736 17	.....	.....	556 93	2293 10	87 40	5 26
4730 01	.....	210 00	1100 59	6040 60	528 34	6 15
3537 71	.....	189 50	1250 94	4978 35	106 94	5 34
6077 24	128 77	490 75	1827 81	8524 57	706 80	6 32
2261 39	.....	.....	826 88	3088 27	152 78	4 98
1890 00	.....	.....	410 00	2300 00	59 11	4 61
2750 00	.....	.....	407 28	3157 28	50 27	5 45
1853 21	.....	376 00	370 41	2599 62	1319 17	7 24
2315 00	9 45	.....	979 83	3304 28	286 28	5 26
3414 83	.....	.....	784 29	4199 12	169 12	4 72
2350 16	40 08	22 00	755 81	3168 05	1858 93	6 12
1137 50	.....	.....	237 78	1375 28	559 55	4 71
2240 06	52 75	.....	636 36	2929 17	2578 67	6 22
1777 00	16 00	.....	362 38	2155 38	30 00	4 79
2406 55	25 00	51 04	2664 43	5147 02	.....	7 51
3032 50	.....	6254 66	1048 50	10335 56	3221 05	12 46
4641 82	.....	.....	2044 06	6685 88	125 67	6 95
4527 00	.....	.....	1487 70	6014 70	115 50	5 96
1849 83	.....	.....	370 14	2219 97	11 19	4 92
3396 62	.....	2153 97	1070 48	6621 06	1662 45	8 63
3492 00	11 95	401 95	1001 71	4907 61	218 94	7 47
2442 50	12 00	8 00	868 62	3331 12	253 91	7 12
7260 38	20 00	19 22	1753 21	9052 81	998 06	5 18
3588 00	.....	554 00	912 14	5054 14	142 75	5 42
3514 32	.....	1700 00	1701 67	6915 99	330 44	9 98
5766 34	.....	.....	1734 42	7500 76	52 69	6 75
2987 34	17 14	2238 33	1420 68	6663 49	72 52	9 91
1792 00	.....	.....	266 70	2058 70	217 45	7 57
4325 00	.....	50 00	1618 35	6193 35	75 27	5 31
2510 00	.....	.....	412 65	2922 65	207 20	5 01
2232 00	15 00	.....	600 82	2847 82	.....	5 18
3325 16	8 08	2 80	1326 50	4662 54	68 66	5 02
7754 63	70 36	635 68	1608 45	10069 12	903 65	5 66
3846 68	.....	.....	900 44	4747 12	423 58	5 55
2611 07	.....	.....	497 98	3109 65	1918 75	5 00
1963 44	.....	107 00	291 47	2361 91	578 59	4 90
2249 69	.....	442 22	341 89	3033 80	484 09	4 09
2166 25	5 00	.....	2396 33	4567 58	947 03	7 29
2617 70	.....	.....	523 18	3140 88	502 15	6 18
2271 75	.....	.....	649 36	2921 11	0 54	6 90
4086 50	.....	.....	1196 25	5282 75	43 92	6 40
6430 60	.....	.....	2888 18	9318 78	615 32	6 90
2022 49	.....	35 55	453 90	2511 94	223 69	3 87
4780 06	.....	148 69	2106 85	7035 60	1513 05	5 89
214023 85	916 67	22796 61	64395 70	302132 83	44263 78	6 13

I.—TABLE A.—The Public

TOTALS.	RECEIPTS.						
	For Teachers' Salaries (Legislative Grant.)			School Municipal Grants.	Trustees' School Assessment.	Clergy Reserve Fund, Balances and other sources.	Total Receipts for all Public Schools Purposes.
	Public Schools.	R. C. Separ'te Schools	Total.				
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Total Counties, etc...	191564 37	3653 50	195217 87	346070 07	1455747 52	500710 66	2497746 12
" Cities.....	24656 00	6774 50	31430 50	299590 76	... .	84074 47	415095 73
" Towns	28008 00	3641 00	31649 00	251147 41	.....	63600 20	346396 61
Grand Total, 1881.....	244228 37	14069 00	258297 37	896808 24	1455747 52	648385 33	3259238 46
" " 1880.....	249352 13	14102 00	263454 13	878715 96	1443212 69	669446 65	3254829 43
Increase.....	.....	.....	....	18092 28	12534 83	.....	4409 03
Decrease	5123 76	33 00	5156 76	.....	.....	21061 32	.....

NOTE.—All moneys reported in this or any of the following tables represent actual payments made Tables A, B, C, D, E, include the statistics of the Roman Catholic Separate Schools. These

Schools of Ontario.

EXPENDITURE.

For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries.	For Sites and Building School-houses.	For Rents, and Repairs, Fees, Fuel and other Expenses.	Total Expenditure for all Public School Purposes.	Balances.	Average Cost per Pupil.
$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
1681179 23	10054 00	180039 93	280043 24	2151316 40	346429 72	5 69
210816 03	3051 50	77623 86	99330 79	390822 18	24273 55	8 12
214023 85	916 67	22796 61	64395 70	302132 83	44263 78	6 13
2106019 11	14022 17	280460 40	443769 73	2844271 41	414967 05	5 92
2113180 19	25221 59	249389 74	434261 05	2822052 57	432776 86	5 85
....	.....	31070 66	9508 68	22218 84	.....	0 07
7161 08	11199 42	.....	.....	.....	17809 81	

between the 1st of January and the 31st of December.
statistics are, however, given in detail in Table F.

II.—TABLE B.—The Public

COUNTIES.	School population between 5 and 16 years of age.	PUPILS ATTENDING						
		Pupils under 5 years of age.	Pupils between 5 and 16 years of age.	Pupils between 17 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.
Glengarry	5051	30	5050	149	3	5232	2806	2426
Stormont	4726	9	4463	128	3	4603	2455	2148
Dundas	5820	23	5239	187	4	5453	2858	2595
Prescott and Russell	9266	72	8374	130	7	8583	4327	4256
Carleton	8942	52	8661	300	19	9032	4806	4226
Grenville	4931	7	4779	229	4	5019	2665	2354
Leeds	7785	14	7662	321	11	8008	4199	3809
Lanark	7504	17	6836	146	9	7008	3734	3274
Renfrew	8318	41	8011	171	8	8231	4242	3989
Frontenac	6865	18	6802	170	4	6994	3595	3399
Lennox and Addington	5922	26	5732	223	1	5982	3049	2933
Prince Edward	4150	14	4134	327	5	4480	2408	2072
Hastings	10630	20	9996	378	8	10402	5494	4908
Northumberland	8561	11	8341	442	8	8802	4811	3991
Durham	6946	26	6942	367	11	7346	4065	3281
Peterborough	5708	39	5424	180	4	5647	3028	2619
Haliburton	1607	16	1414	48	3	1481	784	697
Victoria	9500	23	9378	327	14	9742	5112	4630
Ontario	10600	24	10566	502	25	11117	6085	5032
York	16004	127	15692	576	21	16416	8833	7583
Peel	5995	14	5820	219	8	6061	3215	2846
Simcoe	17304	131	16822	533	13	17499	9395	8104
Halton	5000	9	4898	217	4	5128	2770	2358
Wentworth	6328	21	6294	278	5	6598	3657	2941
Brant	4629	8	4387	193	.....	4588	2461	2127
Lincoln	4617	11	4521	177	3	4712	2522	2190
Welland	5881	13	5805	214	3	6035	3177	2858
Haldimand	6660	21	6328	259	4	6612	3520	3092
Norfolk	8475	27	8341	366	19	8753	4578	4175
Oxford	9500	4	9337	598	16	9955	5378	4577
Waterloo	8227	5	8105	142	5	8257	4509	3748
Wellington	13650	28	13491	488	15	14022	7643	6379
Dufferin	5025	6	4573	265	10	4854	2664	2190
Grey	16984	126	16795	943	84	17948	9649	8299
Perth	9969	26	9728	273	7	10034	5280	4754
Huron	18006	61	17427	614	32	18134	9653	8481
Bruce	17310	31	16361	424	20	16836	8952	7884
Middlesex	16755	35	16380	660	25	17100	9177	7923
Elgin	8150	102	8046	396	4	8548	4701	3847
Kent	11510	36	11410	436	9	11891	6359	5532
Lambton	11555	28	11455	300	8	11791	6151	5640
Essex	9506	19	8571	312	8	8910	4799	4111
Districts	5826	16	4813	190	8	5027	2618	2409
Total	375698	1387	363204	13798	482	378871	202184	176687
CITIES.								
Belleville	2610	5	2376	6	.....	2387	1234	1153
Brantford	2948	.....	2394	4	.....	2398	1223	1175
Guelph	2397	.....	2089	4	.....	2093	1072	1021
Hamilton	7500	7	7438	12	1	7458	3846	3612
Kingston	4100	.....	3357	45	.....	3402	1716	1686
London	4900	4	4835	25	.....	4864	2586	2278
Ottawa	6500	3	5344	49	.....	5396	2605	2791
St. Catharines	2500	3	2314	48	.....	2365	1244	1121
St. Thomas	1750	.....	1720	9	.....	1729	864	865
Toronto	18500	....	15943	89	4	16036	8235	7801
Total	53705	22	47810	291	5	48128	24625	23503

Schools of Ontario.

THE PUBLIC SCHOOLS.

Number of Pupils Attending School.						Number of children between 7 and 12 years of age not attending any school for four months of the year.	Average attendance of pupils.	Percentage of average attendance to total number attending school.
Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.			
571	1050	1384	1146	824	253	665	2099	40
531	970	1184	995	780	143	257	1888	40
533	912	1257	1293	1198	260	909	2501	46
1081	1778	2367	1665	1413	279	1703	3529	41
934	1745	2452	1972	1528	401	703	3656	40
559	947	1279	1034	959	181	147	2238	44
832	1437	2019	1820	1535	365	278	3345	42
610	1160	1644	1607	1533	454	536	2984	43
1049	1823	2144	1633	1424	158	871	3153	38
982	1588	1882	1221	1083	238	1184	2698	38
709	1187	1565	1220	1048	253	282	2409	40
383	723	1049	1044	954	327	272	2076	46
1246	2078	2675	2093	1863	447	1218	4288	41
747	1525	2320	1960	1769	481	615	3584	40
753	1404	1755	1682	1379	363	248	3127	43
630	1074	1549	1[illegible]	1008	202	699	2322	41
255	407	394	257	144	24	239	483	33
1077	1937	2496	2080	1599	553	446	3913	40
1072	2019	2812	2480	2122	612	280	4808	43
1584	3090	4293	3238	3372	839	680	6942	42
560	1147	1647	1361	1166	180	158	2577	43
2044	3379	4392	3834	3000	850	995	6661	38
494	928	1342	1089	1074	201	655	2310	45
630	1155	1803	1559	1202	249	1514	2904	44
312	788	1186	1116	934	252	44	2042	45
423	799	1217	1089	960	224	120	2190	46
679	1129	1621	1259	1032	315	205	2516	42
586	1085	1711	1583	1347	300	732	3053	47
1077	1863	2454	1836	1310	213	348	3387	38
762	1694	2465	2260	2138	636	234	4544	45
487	926	1906	2051	2258	629	299	4214	51
1185	2502	3718	3073	3026	518	1402	6081	43
624	1087	1298	990	638	217	520	1820	38
2078	3994	4941	3667	2631	637	1502	6675	38
656	1576	2536	2343	2344	579	310	4746	47
1378	3056	4568	4022	3984	1126	920	8326	46
1783	3202	4175	3511	3341	824	1672	7237	43
1493	2750	4118	4021	4007	711	558	7949	46
771	1574	2056	2022	1664	461	70	3888	45
1384	2461	3137	2733	1912	264	1042	4549	39
1269	2040	2842	2616	2385	639	926	5271	45
1120	1578	2396	1918	1632	266	669	3668	41
740	1000	1375	910	701	301	682	1910	31
39673	70567	97424	82557	72225	16425	27809	160561	42
186	342	526	560	738	35	.....	1197	50
149	285	586	513	814	51	.....	1307	54
123	249	432	521	747	21	150	1143	54
341	810	1570	1347	3068	322	.....	4735	63
186	364	785	734	1144	189	.....	1926	56
451	834	1148	1037	1332	62	511	2319	48
418	673	1193	1154	1372	586	.....	3074	57
147	296	503	529	869	21	18	1299	55
123	271	378	367	575	15	.....	920	53
692	1630	3521	2625	5549	2019	.....	9854	62
2816	5754	10642	9387	16208	3321	679	27774	58

II.—TABLE B.—The Public

TOWNS.	School population between 5 and 16 years of age.	PUPILS ATTENDING						
		Pupils under 5 years of age.	Pupils between 5 and 16 years of age.	Pupils between 17 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.
Almonte	688	....	529	1	.....	530	299	231
Amherstburgh	720	3	609	13	1	626	351	275
Barrie	1300	.....	1038	16	.....	1054	506	548
Berlin	1002	.....	746	2	.....	748	397	351
Bothwell	350	.....	281	8	.....	289	154	135
Bowmanville	861	....	767	.....	.....	767	394	373
Brampton	890	.....	721	.....	.....	721	379	342
Brockville	1700	.....	1577	3	.....	1580	717	763
Chatham	2100	.....	2019	7	2	2028	1027	1001
Clinton	700	.....	672	1	.....	673	327	346
Cobourg	1200	1	995	6	.....	1002	527	475
Collingwood	1252	5	1145	23	1	1174	598	576
Cornwall	1150	.....	1061	18	.....	1079	552	527
Dundas	1000	.....	940	2	.....	942	508	434
Durham	320	.....	288	13	.....	301	158	143
Galt	1300	.....	1155	.....	.....	1155	577	578
Goderich	1250	.....	1065	8	2	1075	585	490
Harriston	430	.....	422	14	.....	436	206	230
Ingersoll	1100	.....	982	.....	.....	982	468	514
Kincardine	1050	3	926	3	.....	932	459	473
Lindsay	1500	.....	1332	14	2	1348	631	717
Listowel	640	.....	620	.....	.....	620	318	302
Meaford	500	7	481	15	.....	503	264	239
Mitchell	650	....	578	.....	1	579	285	294
Milton	353	.....	347	11	1	359	198	161
Mount Forest	698	....	626	2	.....	628	307	321
Napanee	950	2	881	7	.....	890	450	440
Newmarket	650	.....	517	.....	.....	517	269	248
Niagara	353	.....	287	5	.....	292	156	136
Niagara Falls	670	.....	468	3	.....	471	223	248
Oakville	560	.....	437	12	.....	449	245	204
Orangeville	800	6	675	4	.....	685	381	304
Orillia	1025	.....	824	5	.....	829	446	383
Oshawa	1050	1	949	12	.....	962	476	486
Owen Sound	1150	.....	1007	2	.....	1009	521	488
Palmerston	443	.....	441	8	2	451	237	214
Paris	850	.....	767	.....	.....	767	385	382
Pembroke	735	.....	651	5	1	657	321	336
Perth	600	4	454	10	.....	468	218	250
Peterborough	1800	5	1735	5	.....	1745	893	852
Petrolia	1025	.....	925	8	.....	933	479	454
Picton	770	2	677	14	.....	693	365	328
Port Hope	1200	.....	1092	4	.....	1096	533	563
Prescott	684	.....	649	23	.....	672	349	323
Sandwich	300	10	259	3	.....	272	124	148
Sarnia	1267	1	1153	11	.....	1165	577	588
Seaforth	637	....	580	3	.....	583	285	298
Simcoe	600	.....	549	.....	.....	549	314	235
St. Mary's	1000	3	925	.....	.....	928	457	471
Stratford	1860	.....	1780	.....	.....	1780	935	845
Strathroy	950	.....	849	5	1	855	438	417
Thorold	700	.....	618	4	.....	622	363	259
Tilsonburg	540	....	477	4	.....	481	254	227
Trenton	800	1	730	9	.....	740	371	369
Walkerton	729	.....	621	5	.....	626	300	326
Waterloo	535	.....	508	.....	.....	508	272	236
Welland	424	.....	418	5	.....	423	210	213
Whitby	900	.....	815	10	.....	825	435	390
Windsor	1634	.....	1344	5	1	1350	631	719
Wingham	700	.....	632	17	.....	649	334	315
Woodstock	1226	.....	1196	.....	.....	1196	613	583
Total	54821	54	48812	388	15	49269	24852	24417

Schools of Ontario.

THE PUBLIC SCHOOLS.

Number of Pupils Attending School.						No. of children between 7 and 12 years of age not attending any school for four mos. of the year.	Average attendance of pupils.	Percentage of average attendance to total number attending school.
Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.			
37	105	171	162	55	.....	19	222	42
27	81	203	121	170	24	12	334	53
60	88	141	176	579	10	.....	692	66
57	84	173	182	245	7	23	459	61
30	66	77	52	55	9	.....	118	41
41	86	138	150	317	35	.....	453	58
47	70	124	152	327	1	.....	417	58
65	216	358	354	587	.....	.....	868	55
151	329	565	476	507	.....	.....	1021	50
36	81	139	159	249	9	.....	310	46
52	105	234	245	334	32	.....	557	56
104	214	330	222	286	18	.....	541	46
130	213	292	206	234	4	.....	460	43
79	141	276	227	199	20	.....	494	52
26	48	76	85	61	5	44	140	46
85	138	273	280	355	18	83	658	55
74	135	250	209	388	18	.....	579	54
38	68	94	80	129	27	75	380*	87
62	140	176	241	352	11	.....	535	55
62	128	307	234	185	16	.....	388	42
99	160	269	320	423	77	.....	752	56
31	112	148	145	130	54	10	425	68
48	70	100	114	140	31	.....	270	53
25	37	98	159	237	23	.....	349	60
13	35	59	65	158	29	30	213	59
45	88	137	127	219	12	48	338	54
83	121	221	200	263	2	.....	454	51
34	75	144	104	152	8	12	276	53
23	58	94	57	60	.....	.....	125	43
28	52	104	106	145	34	63	263	56
29	61	116	125	118	.....	57	227	50
78	112	149	191	139	16	.....	366	54
57	110	166	190	254	52	.....	468	56
56	138	188	209	304	67	.....	540	56
46	122	204	224	403	10	.....	590	58
43	82	93	86	110	37	.....	207	46
42	89	167	168	273	28	.....	431	56
43	106	129	128	225	26	.....	375	57
26	38	94	83	212	15	.....	310	66
99	246	485	351	557	7	.....	966	55
90	126	201	205	260	51	.....	470	50
55	90	116	145	236	51	.....	394	56
43	94	217	253	489	.....	.....	670	61
28	100	118	170	239	17	14	433	64
29	52	58	43	88	2	.....	132	41
107	155	253	236	412	2	60	606	52
36	71	114	118	239	5	6	333	57
43	48	114	136	204	4	.....	300	55
47	89	262	268	257	11	.....	478	52
100	177	380	422	635	66	.....	1067	60
70	113	184	250	237	1	.....	425	50
26	62	145	127	214	48	.....	338	54
36	74	107	89	115	60	.....	239	49
50	119	220	163	187	1	12	369	50
45	98	145	144	190	4	.....	320	51
21	42	110	127	179	29	.....	289	57
72	57	126	90	78	.....	6	194	46
64	79	177	176	308	21	.....	476	57
84	201	311	394	360	.....	81	820	61
41	71	198	149	143	47	.....	322	49
94	109	291	330	370	2	.....	603	50
3392	6475	11411	11200	15576	1215	655	26929	54

* This is according to Report, but it is doubtful.

II.—TABLE B.—The Public

TOTALS.	School population between 5 and 16 years of age.	PUPILS ATTENDING						
		Pupils under 5 years of age.	Pupils between 5 and 16 years of age.	Pupils between 17 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils of all ages attending school.	Boys.	Girls.
Counties, etc	375698	1387	363204	13798	482	378871	202184	176687
Cities	53705	22	47810	291	5	48128	24625	23503
Towns	54821	54	48812	388	15	49269	24852	24417
Grand Total, 1881.....	484224	1463	459826	14477	502	476268	251661	224607
Do 1880.....	489924	1221	464395	16739	670	483045	255677	227368
Increase.....	.....	242	.....	.....	.....	.....	.....	.....
Decrease	5700	.....	4569	2282	168	6777	4016	2761
Percentage of Grand Total as compared with total number attending..... ...	.....	$\frac{3}{1000}$	$96\frac{50}{1000}$	$34\frac{0}{10}$	$\frac{1.5}{1000}$	.....	53	47

Schools of Ontario.

THE PUBLIC SCHOOLS.

Number of Pupils Attending School.						Number of children between 7 and 12 years of age not attending any school for four months of the year.	Average attendance of pupils.	Percentage of average attendance to total number attending school.
Less than 20 days during the year.	20 to 50 days.	51 to 100 days.	101 to 150 days.	151 to 200 days.	201 days to the whole year.			
39673	70567	97424	82557	72225	16425	27809	160561	42
2816	5754	10642	9387	16208	3321	679	27774	58
3392	6475	11411	11200	15576	1215	655	26929	54
45881	82796	119477	103144	104009	20961	29143	215264	45
44973	85453	121357	101557	105032	24673	30195	220068	46
908	.....	.....	1587	.....	.....	.....	.....	.....
.....	2657	1880	.....	1023	3712	1052	4804	1
9	18	25	22	21	5	6	.....	.....

III.—TABLE C.—The Public

NUMBER OF PUPILS IN THE

COUNTIES. (Including Incorporated Villages, but not Cities or Towns.	Reading.						Spelling and Dictation.	Writing.	Arithmetic.	Geography.
	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.				
Glengarry	1853	973	1261	1086	59	....	5232	4664	4562	2589
Stormont	1502	976	1104	962	59	....	3791	3583	3546	2304
Dundas	1638	1211	1381	1147	72	4	4510	4394	4703	3254
Prescott / Russell	3881	1692	1705	1136	169	....	5203	5521	5854	2699
Carleton	2607	1927	2304	1553	599	42	6487	7120	6940	3493
Grenville	1493	1096	1255	995	180	....	3734	3870	4097	2493
Leeds	2321	1778	2219	1621	69	....	6229	6113	6681	5076
Lanark	2231	1604	1976	1053	144	....	5671	5528	5752	3981
Renfrew	3208	2039	1838	1024	109	13	5604	5928	6208	4080
Frontenac	2472	1723	1968	798	33	....	5684	5541	5757	4413
Lennox and Addington	1753	1337	1843	968	75	6	4982	5494	5159	3507
Prince Edward	1219	948	1037	1126	145	5	3827	3894	4002	3222
Hastings	4358	2495	2350	968	202	29	8538	8536	9472	5884
Northumberland	2696	2239	2319	1322	196	30	7407	7557	7785	6582
Durham	2283	1653	1966	1294	164	6	5954	6043	6243	3970
Peterborough	2123	1363	1385	733	43	....	4540	4833	4813	4006
Haliburton	598	424	352	107	....	...	1312	1184	1258	747
Victoria	3329	2349	2427	1529	104	4	7273	7984	8767	6154
Ontario	3271	2257	2397	2421	171	....	8603	9466	9698	5932
York	5242	3446	4363	2948	405	12	12090	13394	13590	6883
Peel	2316	1422	1406	875	42	....	5325	5320	5267	3532
Simcoe	6473	4556	4074	2286	110	....	12107	14203	14296	9511
Halton	2025	1335	1349	419	....	....	5126	5124	5104	2945
Wentworth	1925	1356	1778	1377	156	6	5677	5958	6107	3914
Brant	1273	1057	1172	898	188	....	4588	4570	4523	4491
Lincoln	1359	1141	1273	779	160	....	3784	3840	4098	2561
Welland	1724	1290	1454	1265	283	19	4803	5090	5154	3747
Haldimand	2108	1548	1471	1213	272	....	6278	5568	5747	4393
Norfolk	2663	1720	2305	1794	254	17	5904	6491	6863	3852
Oxford	2869	2329	2794	1697	256	10	8616	7890	8480	5882
Waterloo	2786	1736	2362	878	319	186	6817	7330	7345	5316
Wellington	4715	3242	3583	2126	338	18	11524	11867	12467	8005
Dufferin	1565	1229	1296	703	61	....	3707	4108	4189	2703
Grey	5520	4275	5008	2948	195	2	12962	14575	14887	10033
Perth	2778	2188	3237	1241	454	136	8256	8833	9045	5817
Huron	5728	3785	5204	2682	677	58	15895	16272	16822	12414
Bruce	6295	4164	4931	1885	149	12	14326	14141	14625	10310
Middlesex	5480	4468	4247	2412	479	14	13808	14033	15355	9042
Elgin	2206	1437	2169	2032	646	58	5853	6678	7803	4987
Kent	4116	2722	2962	1754	312	25	10163	10283	10622	6696
Lambton	4679	2702	2700	1519	185	6	9371	9543	10910	6997
Essex	4447	2016	1587	769	91	....	8102	7680	8385	4552
Districts	1977	1297	1110	581	58	4	3381	3751	3727	2481
Total	127085	86535	96922	58924	8683	722	303064	313855	326708	215450
CITIES.										
Belleville	1027	502	507	328	14	9	1924	2120	2283	1330
Brantford	769	507	749	317	56	....	2398	1805	1895	1721
Guelph	622	396	654	387	....	34	1861	1650	1899	1256
Hamilton	3049	1408	1798	1019	184	....	7249	6951	7204	5553
Kingston	1065	524	794	535	377	107	2933	2811	3130	2193
London	1672	1077	1236	662	150	67	3688	3516	4178	3117
Ottawa	1915	1074	1380	637	351	39	4163	4477	4531	2476
St. Catharines	671	414	665	427	182	6	2326	1691	2217	1599
St. Thomas	702	392	317	318	....	..	1729	1729	1729	1357
Toronto	5755	3665	3424	2133	662	397	15201	15081	15582	15089
Total	17247	9959	11524	6763	1976	659	43472	41831	44648	36189

Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Drawing.	Vocal Music.	Object Lessons.	Grammar and Composition.	Canadian History.	English History.	General History.	Hygiene.	Algebra.	Geometry and Mensuration.	Chemistry and Agriculture.	Natural Philosophy.	Domestic Economy (Girls only).	Book-keeping.	Drill and Calisthenics.
1910	777	2549	2336	891	982	59	178	89	125	1	6	....	63	353
681	719	855	2008	369	489	146	60	92	78	3	6	....	60	258
293	535	909	2433	1097	933	78	4	95	101	11	12	....	39	109
992	1079	2645	2514	696	648	186	94	76	73	8	7	4	51	718
1158	635	973	3215	541	1099	194	24	369	305	47	32	72	222	515
445	382	1093	1831	499	805	63	68	122	126	26	29	....	93	12
1065	586	1338	3710	1319	1485	305	174	132	112	34	20	5	150	154
1303	1317	2458	3070	648	922	168	165	133	136	14	17	6	90	646
1146	1036	1544	3744	582	960	69	181	115	103	17	14	60	103	768
1209	1385	1888	2731	776	967	79	21	70	73	8	2	160	51	525
2900	1474	1728	2524	441	822	111	267	104	110	14	14	....	121	893
2889	545	1779	2577	704	870	3	310	147	121	11	14	....	142	695
3158	3317	3663	3352	1224	800	166	129	221	199	41	66	....	163	2581
1742	1110	2262	4214	983	1150	173	187	192	196	35	31	23	281	1916
883	1309	1097	3198	436	1015	187	6	247	187	12	14	....	134	1225
1614	618	992	2756	280	528	....	58	45	39	1	5	...	18	451
84	268	167	364	40	66	39	83	11	5	....	....	18	....	111
4285	3910	2164	3976	614	1032	248	216	193	180	30	100	36	178	1877
2863	2703	4139	4803	858	1720	314	485	293	431	38	24	....	321	1264
8557	7178	7645	7433	1582	2703	631	1298	341	346	41	26	499	481	3690
3303	1492	2254	2367	1106	771	41	159	95	125	14	20	26	75	826
4577	3967	5297	6873	1907	2180	565	1329	271	274	63	99	214	256	4221
4485	2157	3781	2106	947	495	....	295	75	75	1	1	....	46	257
1759	2189	2249	3263	956	1209	465	194	158	157	21	25	12	199	1047
1168	903	1038	2257	1295	1083	118	185	131	103	20	18	...	261	189
632	693	884	2171	272	698	110	....	61	65	....	....	....	144	547
1741	2068	1952	3115	768	1139	178	442	192	181	115	14	121	311	630
1182	267	1146	2940	442	1230	116	115	182	152	32	32	....	110	688
973	1176	670	2944	244	996	116	319	156	138	10	21	....	336	219
1940	1619	3162	4233	1325	1480	193	414	360	327	30	46	....	433	916
3515	4438	4008	3757	1552	1147	126	1274	243	472	12	23	111	233	1353
3850	3901	3792	6393	2674	2151	150	356	386	447	46	66	....	254	1403
1550	2133	1645	2188	585	608	86	358	80	122	26	15	....	50	804
5282	5185	4986	7146	2291	2263	619	451	450	380	120	76	94	470	2117
2601	3015	3619	4852	2053	2492	416	382	427	480	19	41	....	119	959
10100	7862	10375	9089	5426	3121	369	3421	763	624	149	151	4	561	4887
4742	5131	6422	6605	4129	1669	164	1150	328	288	27	38	125	206	2512
10799	6281	8768	7344	3017	2426	362	432	393	381	50	70	35	431	3415
1689	1216	3059	3763	807	1152	190	354	222	266	34	23	18	284	516
5132	3051	4876	5075	1386	1663	246	812	318	291	56	81	9	313	1608
3905	3974	5799	4723	2720	1549	216	604	230	226	58	58	....	171	2373
2514	2734	4515	2679	1569	695	105	187	95	90	18	37	16	112	2636
1221	1519	2000	1792	565	491	104	127	78	56	27	18	35	52	421
117837	98814	128180	160464	52616	52494	8274	17368	8881	8766	1340	1412	1613	8185	52305
1926	2097	1810	873	453	328	80	63	19	....	....	....	63	....	2063
2398	2398	2239	1146	594	476	57	157	210	112	....	....	106	182	2083
1878	1566	1202	879	207	500	....	72	20	26	....	20	....	29	1734
4281	4229	5873	3551	2091	1365	882	896	60	45	20	20	750	102	900
1342	1929	1779	1802	769	760	378	90	354	354	201	221	949	374	499
2062	3991	2732	2122	183	1088	13	348	180	274	76	76	143	246	2205
3219	3680	3092	2432	864	667	113	454	332	537	6	40	573	355	2449
1792	2300	1234	1186	403	546	177	537	100	109	4	....	289	145	1808
1589	1294	1094	1426	219	171	....	....	....	....	....	....	....	....	....
14675	15102	11695	11181	2627	2275	1440	11530	1340	1441	....	1132	6036	1386	13896
35162	38586	32750	26598	8410	8176	3140	14117	2615	2898	307	1509	8909	2816	27637

III.—TABLE C.—The Public

NUMBER OF PUPILS IN THE

TOWNS.	Reading.						Spelling and Dictation.	Writing.	Arithmetic.	Geography.
	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.				
Almonte	155	128	178	69	....	....	530	530	530	530
Amherstburgh	285	96	138	88	19	....	560	613	613	355
Barrie	323	281	269	181	....	....	1020	900	905	652
Berlin	379	170	225	74	39	2	751	602	957	433
Bothwell	79	82	97	20	11	....	253	253	253	210
Bowmanville	245	168	223	131	...	....	651	651	710	499
Brampton	303	152	147	119	....	....	519	532	721	418
Brockville	611	382	345	234	8	....	1486	1486	1486	1296
Chatham	576	538	475	367	72	....	1729	1879	1739	1271
Clinton	268	135	121	149	....	....	501	501	673	405
Cobourg	314	248	309	113	18	....	958	952	1002	687
Collingwood	377	308	273	216	....	....	964	1036	1114	814
Cornwall	400	327	214	75	63	....	1079	910	1079	704
Dundas	292	198	263	159	30	....	942	873	942	640
Durham	104	39	67	64	27	....	301	301	301	301
Galt	415	195	300	138	90	17	1138	1108	1118	565
Goderich	381	305	247	142	....	....	1075	1075	1075	694
Harriston	144	78	171	43	....	....	125	112	112	250
Ingersoll	341	117	297	227	....	....	641	810	982	641
Kincardine	316	189	274	153	....	....	932	738	932	604
Liudsay	477	248	336	218	69	....	1268	908	914	773
Listowel	180	185	179	76	....	...	440	440	440	440
Meaford	187	78	97	125	16	....	351	351	503	316
Mitchell	189	121	203	66	....	....	446	446	579	350
Milton	153	76	97	17	10	6	359	359	359	206
Mount Forest	236	150	163	74	5	....	628	392	628	242
Napanee	337	223	201	129	....	....	746	796	890	639
Newmarket	167	132	122	96	....	....	417	447	475	350
Niagara	91	67	90	93	1	....	158	246	213	177
Niagara Falls	159	88	128	89	7	....	409	409	397	258
Oakville	177	96	111	57	8	....	443	439	439	261
Orangeville	221	178	220	66	....	....	464	541	685	464
Orillia	371	189	174	95	....	....	829	661	661	432
Oshawa	387	181	276	118	....	....	843	853	962	626
Owen Sound	270	263	282	194	....	....	988	754	1003	728
Palmerston	163	98	139	42	9	....	451	272	451	230
Paris	199	204	197	167	....	....	738	767	767	565
Pembroke	261	124	158	114	....	....	646	604	604	396
Perth	127	144	128	69	....	....	423	423	423	313
Peterborough	674	363	321	363	24	....	1422	1427	1484	1044
Petrolea	451	202	130	80	70	....	539	695	933	419
Picton	215	164	133	182	....	....	675	677	677	594
Port Hope	381	224	268	167	56	....	1096	1096	1096	715
Prescott	194	162	127	189	..	....	652	637	552	430
Sandwich	79	59	76	48	10	....	272	265	265	180
Sarnia	437	298	214	203	13	....	965	1162	1145	878
Seaforth	210	109	133	131	....	....	583	373	373	373
Simcoe	217	115	110	107	....	....	549	549	549	292
St. Mary's	309	142	287	190	....	....	738	805	875	611
Stratford	562	366	585	267	....	....	1327	1730	1730	1221
Strathroy	294	201	209	151	....	....	855	674	855	360
Thorold	167	95	171	148	41	....	583	579	579	398
Tilsonburg	204	70	123	63	21	....	481	481	481	297
Trenton	355	184	118	83	....	....	529	562	636	382
Walkerton	181	121	170	154	....	....	626	626	626	465
Waterloo	167	118	126	77	....	20	508	508	508	341
Welland	116	84	158	65	....	. .	307	307	425	307
Whitby	258	150	201	216	....	. .	704	731	805	511
Windsor	531	281	282	242	14	....	1235	1213	1278	1024
Wingham	139	160	196	122	32	....	590	649	649	510
Woodstock	522	315	207	152	....	....	1196	1196	1196	433
Total	17131	10964	12279	8067	783	45	43634	42912	46352	31430

Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Drawing.	Vocal Music.	Object Lessons.	Grammar and Composition.	Canadian History.	English History.	General History.	Hygiene.	Algebra.	Geometry and Mensuration.	Chemistry and Agriculture.	Natural Philosophy.	Domestic Economy (Girls Only).	Book-keeping.	Drill and Calisthenics.
152	162	162	530	83	69	....	....	....	....	..	....	....	....	....
267	550	613	303	161	42	38	....	....	5	....	....	135	....	71
52	51	509	456	50	179	....	....	....	....	....	....	....	....	....
810	487	439	314	277	121	....	....	45	45	....	....	70	....	162
171	....	....	128	7	11	....	....	7	7	7	....	....	3	....
....	....	413	314	70	70	....	....	....	....	....	....	....	....	....
708	521	522	266	147	129	....	129	....	....	....	....	....	....	721
1	....	....	566	504	222	5	....	12	22	....	....	....	....	....
1449	1237	1225	832	579	383	....	278	79	54	12	12	506	43	262
....	338	524	270	84	65	....	....	65	4	....	....	....	6	281
727	554	656	427	299	122	....	69	20	47	18	18	....	21	762
966	1157	1003	570	....	201	....	....	....	....	....	....	....	....	....
647	641	362	452	92	106	....	539	45	63	....	45	....	53	68
268	731	448	640	59	207	....	....	10	....	....	....	....	21	84
301	210	210	158	30	91	11	....	27	27	11	11	....	27	..
771	1098	676	544	376	199	....	183	89	90	90	..	....	4	987
1075	967	715	662	153	142	.	124	....	....	....	....	....	21	967
....	....	250	179	58	58	. ..	....	7	7	....	....	....	3	436
668	....	57	524	227	204	68	74	....	12	....	....	....	....	....
418	281	779	395	97	153	....	64	....	....	....	....	....	....	....
149	475	217	823	393	275	162	48	48	54	24	9	80	52	467
440	....	440	255	....	76	....	....	....	....	..	....	....	....	....
210	131	351	351	68	68	16	....	16	16	....	16	...	12	503
350	....	203	350	129	66	...	....	....	....	....	....	....	....	....
359	359	334	130	22	33	. 6	55	16	16	5	6	....	12	150
79	628	236	242	145	79	....	79	5	5	79	....	....	2	628
759	553	417	339	72	129	....	....	....	..	....	....	....	10	553
409	329	254	216	127	96	....	....	....	....	....	....	....	....	57
....	....	....	134	....	43	....	....	....	....	....	....	....	..	..
239	331	337	178	78	75	17	...	5	....	....	....	16	10	50
383	51	340	171	8	52	...	....	....	....	....	....	....	....	....
464	400	459	285	126	45	...	....	....	....	....	....	....	....	685
....	...	139	325	112	95	..	....	....	....	....	....	....	....	..
491	792	302	420	154	118	53	....	....	....	....	....	49	....	149
249	....	249	483	136	194	...	....	.	....	....	....	....	....	630
100	....	265	135	30	75	....	....	15	15	5	6	....	6	98
60	95	419	374	166	188	41	....	...	....	....	....	....	....	126
446	489	435	396	201	161	....	....	....	....	....	....	....	....	524
162	54	269	213	77	145	....	....	....	....	....	....	..	....	242
867	494	1427	824	333	218	286	10	20	20	20	20	...	45	1198
299	933	933	299	70	150	..	....	70	46	...	....	...	....	..
497	....	384	316	234	196	14	2	1	114	...	..	....	8	606
715	..	...	491	167	223	....	167	56	56	...	56	....	491	.. .
....	142	222	376	294	192	....	82	3	30	....	....	....	....	....
40	40	219	118	68	68	68	....	....	....	....	....	40	....	....
139	1032	175	448	63	184	....	....	....	24	....	....	126	15	714
452	500	452	264	138	133	....	....	....	....	....	....	....	....	210
....	..	.	217	69	69	....	....	....	....	....	....	....	..	....
336	299	340	448	91	104	91	...	....	....	....	....	..	....	....
1430	1071	1304	1013	316	295	25	....	....	....	....	....	151	..	...
855	855	495	855	..	69	..	..	....	....	....	....	....	....	855
213	401	157	384	231	187	8	71	54	35	....	....	35	37	....
274	342	274	297	137	84	....	....	21	21	....	....	....	21	....
257	....	235	177	84	59	14	....	1	1	....	....	....	....	488
472	472	472	324	229	107	....	....	.	....	....	....	....	....	....
508	508	411	223	57	97	....	97	45	45	....	....	....	45	52
116	138	358	223	265	65	...	....	....	....	....	....	....	25	...
719	406	424	431	65	154	....	....	....	....	....	....	....	....	....
260	379	853	607	237	340	59	85	14	14	....	....	175	....	184
495	495	495	510	61	154	....	....	65	65	....	9	...	92	601
359	....	522	359	207	152	....	....	....	....	....	....	....	....	....
24103	22179	25381	23554	8813	8084	982	2156	861	963	271	198	1383	1065	14571

III.—TABLE C.—The Public

NUMBER OF PUPILS IN THE

TOTALS.	Reading.						Spelling and Dictation.	Writing.	Arithmetic.	Geography.
	1st Class.	2nd Class.	3rd Class.	4th Class.	5th Class.	6th Class.				
Counties, etc	127085	86535	96922	58924	8683	722	303064	313855	326708	215450
Cities,	17247	9959	11524	6763	1976	659	43472	41831	44648	36180
Towns	17131	10964	12279	8067	783	45	43634	42912	46352	31430
Grand Total, 1881	161463	107458	120725	73754	11442	1426	390170	398598	417708	283060
Do. 1880	156527	109065	120758	75564	13649	1482	396353	399867	418524	289378
Increase	4936	....	.. .	....	....	....	....	....	....	....
Decrease	....	1607	6033	1810	2207	56	6183	1269	816	6318
Percentage of Grand Total as compared with Total number attending	34	22	25	16	3	$\frac{30}{100}$	82	84	87	60

Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Drawing.	Vocal Music.	Object Lessons.	Grammar and Composition.	Canadian History.	English History.	General History.	Hygiene.	Algebra.	Geometry and Mensuration.	Chemistry and Agriculture	Natural Philosophy.	Domestic Economy (Girls only).	Book-keeping.	Drill and Calisthenics.
117837	98814	128180	160464	52616	52494	8274	17368	8881	8766	1340	1412	1613	8185	52305
35162	38586	32750	26598	8410	8176	3140	14117	2615	2898	307	1509	8909	2816	27637
24103	22179	25381	23554	8813	8084	982	2156	861	960	271	198	1383	1065	14571
177102	159579	186311	210616	69839	68754	12396	33641	12357	12624	1918	3119	11905	12066	94513
158789	155346	178097	215743	67457	71500	11688	30002	14068	14331	1574	2704	8991	10555	72863
18313	4233	8214	....	2382	....	708	3639	....	....	344	415	2914	1511	21650
....	....	...	5127	....	2746	...	....	1711	1707	....	....	....	....	.. .
37	33	39	44	15	15	3	7	3	3	$\frac{4.5}{100}$	1	3	3	20

IV.—TABLE D.—The Public

PUBLIC SCHOOL

TOTALS.	TOTAL.			ANNUAL		
	Public School Teachers.	Male.	Female.	Highest Salary paid.	Lowest Salary paid Male Teacher.	Average Salary of Male Teacher.
				$	$	$
Counties, &c	5686	3091	2595	900	120	384
Cities	601	116	485	1100	400	755
Towns	635	155	480	1000	275	562
Grand Total, 1881	6922	3362	3560	1100	120	
Do 1880	6747	3264	3483	1000	120	
Increase	175	98	77	100		
Decrease						

Schools of Ontario.

TEACHERS.

Salaries.		Certificates.							
Average Salary of Female Teacher.	Number of Teachers who have attended Normal Schools.	Total No. of Certificates.	Provincial 1st Class.	Provincial 2nd Class.	1st Class County Board (old).	2nd Class County Board (old).	New County Board 3rd Class.	Interim Certificates.	Other Certificates or not Certificated.
$									
240	1301	5692	108	1487	200	76	3519	290	12
330	297	601	90	251	25	5	69	10	151
261	201	635	60	232	40	8	240	21	34
....	1799	6928	258	1970	265	89	3828	321	197
... .	1636	6747	239	1875	279	104	3706	356	188
.....	163	181	19	95	....	.....	122	.....	9
.....	.....	.....	.....	.....	14	15	.....	35	.....

V.—TABLE E.—The Public

TOTALS.	TOTAL.			SCHOOL-HOUSES.					TITLE.	
	Number of School Sections.	Number of Schools open.	Number of Schools closed or not reported.	Brick.	Stone.	Frame.	Log.	Total.	Freehold.	Rented.
Counties, &c	4960	4910	50	1471	462	2327	690	4950	4799	151
Cities	133	133	....	89	34	10	....	133	132	1
Towns	195	195	.....	135	25	35	.....	195	188	7
Grand Total, 1881	5288	5238	50	1695	521	2372	690	5278	5119	159
Do 1880	5195	5137	58	1666	513	2297	706	5182	5014	168
Increase	93	101	.....	29	8	75	....	96	105	.....
Decrease	.....	....	8	. .	....	. ..	16	. .	.....	9

TABLE F—THE ROMAN CATHOLIC SEPARATE SCHOOLS OF ONTARIO

| | | |

VII.—TABLE —COMPARATIVE TABLE FOR 1880 AND 1881, SHOWING THE PROGRESS OF EACH HIGH SCHOOL.

COUNTIES	HIGH SCHOOLS	FOR THE YEAR 1880														FOR THE YEAR 1881														
		Pupils.			Average Attendance		Admission Examinations.	Intermediate Examinations.		Apportionment or Grant.		Expenditure (Total)				Pupils.			Average Attendance			Admission Examinations.	Intermediate Examinations.		Apportionment or Grant.			Expenditure (Total)			
			1st half 1880		2nd half, 1880				Passed				On Salaries	On Improvements, Repairs and Expenses			1st half, 1881		2nd half, 1881				Passed						On Salaries	On Improvements, Repairs and Expenses	
		Whole Number	Total	Upper	Total	Upper	Candidates	Admitted	Passed	Passed, Amount.	Per Total Average.	Per Upper School Average.	Collegiate Institutes.	Total.			Whole Number	Total	Upper	Total	Upper	Candidates	Admitted	Passed	Passed, Amount.	Per Total Average.	Per Upper School Average.	Collegiate Institutes.	Total.		
										$ c.	$ c.	$ c.		$ c.	$ c.	$ c.									$ c.	$ c.	$ c.		$ c.	$ c.	$ c.
Algoma	Algoma	31	26		23		27	27		400 00	15 38			400 00	127 50	527 50	44	28	1	27	3	42	14	7		400 00	14 29			400 00	127 50	527 50
Wellington	Wellington	62	54	1	49	1	41	41		450 00	8 26			450 00	147 75	597 75	63	43		43		43	20	20		450 00	10 46			450 00	150 00	600 00
Stormont	Cornwall	78	58	26	62	27	78	71		600 00	10 26			600 00	1650 00	2250 00	70	39	31	40	25					600 00	15 38			600 00	1650 00	2250 00
Dundas	Iroquois	75	59	24	57	23	30	30	2	450 00	101 69	24 39		324 74	112 50	437 24	69	52	28	51	26	30	30	2	450 00	8 65	17 31		324 74	112 50	437 24
Glengarry	Maxwelltown	96	58	29	55	27	73	59		450 00	122 25	32 85		633 11	1650 76		92	59	29	61	30					450 00	7 37	15 25		104 47	1545 00	1649 47
Prescott	Prescott	76	60	31	58	30	61	61		450 00	7 50	14 52		450 00	1650 00	2100 00	77	59	31	58	30	61	61		450 00	7 76	15 25		450 00	1650 00	2100 00
Russell	Russell-Hill	76	60	6	56	5	55	55		450 00	8 04			450 00	1147 00	1597 00	74	57	6	57	5	55	55		450 00	7 89			450 00	1147 00	1597 00
Leeds	Kemptville	77	61	6	55	6	81	61		450 00	8 26	7 37		450 00	1650 00	2100 00	77	61	6	55	6	81	61		450 00	8 26	7 37		450 00	1650 00	2100 00
	Prescott	23	23		20	12	12	12		450 00	22 50			450 00	1650 00	2100 00	23	23		20	12	12	12		450 00	22 50			450 00	1650 00	2100 00
Lennox	Brockville	130	75	19	66	19	63	63		450 00	13 39	14 73		625 75	2150 26	2775 26	125	85	15	85	15	63	63		450 00	10 76	14 17		625 75	2150 26	2775 26
	Napanee	110	75	24	70	24	49	49		450 00	9 64	13 50		450 00	1650 00	2100 00	110	75	24	70	24	49	49		450 00	9 64	13 50		450 00	1650 00	2100 00
Addington	Addington	100	84	6	82	6	87	87		450 00	7 50	12 50		450 00	1650 00	2100 00	100	84	6	82	6	87	87		450 00	7 50	12 50		450 00	1650 00	2100 00
Lanark	Perth	145	94	6	87	6	82	82		450 00	7 50	12 50		450 00	1650 00	2100 00	145	94	6	87	6	82	82		450 00	7 50	12 50		450 00	1650 00	2100 00
	Carleton Place	124	85	20	77	18	74	74		450 00	9 09	14 73		450 00	1650 00	2100 00	124	85	20	77	18	74	74		450 00	9 09	14 73		450 00	1650 00	2100 00
	Pakenham	33	23		22		15			450 00	9 82			450 00	1650 00	2100 00	33	23		22		15			450 00	9 82			450 00	1650 00	2100 00
Lennox	Perth, 1st	222	146	109	139	103	144	144	30	450 00	3 24	107 96		450 00	1650 00	2100 00	235	147	15	104	3	139	62	16	450 00	3 23		750 00	1515 12	1650 00	3165 12
	Smith's Falls	90	55	2	52		43	43	1	450 00	8 65			450 00	1650 00	2100 00	90	55	2	52		43	43	1	450 00	8 65			450 00	1650 00	2100 00
Hastings	Belleville	146	96	14	87	13	83	83	4	450 00	5 17	6 13		450 00	1650 00	2100 00	146	96	14	87	13	83	83	4	450 00	5 17	6 13		450 00	1650 00	2100 00
	Deseronto	50	35	1	32	1	48	48	1	450 00	14 06	14 06		450 00	1650 00	2100 00	50	35	1	32	1	48	48	1	450 00	14 06	14 06		450 00	1650 00	2100 00
	Madoc	45	40	6	38	6	42	42	1	450 00	11 84	75 00		450 00	1650 00	2100 00	45	40	6	38	6	42	42	1	450 00	11 84	75 00		450 00	1650 00	2100 00
	Hastings	75	56	44	52	40	60	60		450 00	8 65	11 25		450 00	1650 00	2100 00	75	56	44	52	40	60	60		450 00	8 65	11 25		450 00	1650 00	2100 00
Northumberland	Cobourg	150	100	50	93	48	94	94	11	450 00	4 83	9 38		450 00	1650 00	2100 00	150	100	50	93	48	94	94	11	450 00	4 83	9 38		450 00	1650 00	2100 00
Peterboro'	Peterboro'	178	120	70	110	70	116	116	4	450 00	4 09	6 43		450 00	1650 00	2100 00	178	120	70	110	70	116	116	4	450 00	4 09	6 43		450 00	1650 00	2100 00
Victoria	Lindsay	154	110	54	97	53	114	114	4	450 00	4 64	8 49		450 00	1650 00	2100 00	154	110	54	97	53	114	114	4	450 00	4 64	8 49		450 00	1650 00	2100 00
Northumberland	Port Hope	150	100	50	93	48	94	94	11	450 00	4 83	9 38		450 00	1650 00	2100 00	150	100	50	93	48	94	94	11	450 00	4 83	9 38		450 00	1650 00	2100 00
Peterboro'	Peterboro', C. I.	178	120	70	110	70	116	116	4	450 00	4 09	6 43		450 00	1650 00	2100 00	178	120	70	110	70	116	116	4	450 00	4 09	6 43		450 00	1650 00	2100 00
Victoria	Lindsay	154	110	54	97	53	114	114	4	450 00	4 64	8 49		450 00	1650 00	2100 00	154	110	54	97	53	114	114	4	450 00	4 64	8 49		450 00	1650 00	2100 00
Prince Edward	Picton	125	90	10	85	10	93	93	11	450 00	5 29	8 82		450 00	1650 00	2100 00	125	90	10	85	10	93	93	11	450 00	5 29	8 82		450 00	1650 00	2100 00
Simcoe	Barrie	150	100	50	93	48	94	94	11	450 00	4 83	9 38		450 00	1650 00	2100 00	150	100	50	93	48	94	94	11	450 00	4 83	9 38		450 00	1650 00	2100 00
	Orillia	84	62	7	58	6	66	66		450 00	7 75	11 25		450 00	1650 00	2100 00	84	62	7	58	6	66	66		450 00	7 75	11 25		450 00	1650 00	2100 00
	Stayner	42	32	17	31	17	41	41		450 00	14 51	26 47		450 00	1650 00	2100 00	42	32	17	31	17	41	41		450 00	14 51	26 47		450 00	1650 00	2100 00
	Collingwood	75	50	25	46	23	47	47		450 00	9 78	19 56		450 00	1650 00	2100 00	75	50	25	46	23	47	47		450 00	9 78	19 56		450 00	1650 00	2100 00
Simcoe	Bradford	100	70	30	65	30	72	72		450 00	6 92	15 00		450 00	1650 00	2100 00	100	70	30	65	30	72	72		450 00	6 92	15 00		450 00	1650 00	2100 00
	Beaverton	52	39	7	35	6	45	45		450 00	12 85	64 29		450 00	1650 00	2100 00	52	39	7	35	6	45	45		450 00	12 85	64 29		450 00	1650 00	2100 00
	Uxbridge	50	40	5	37	5	41	41		450 00	12 16	90 00		450 00	1650 00	2100 00	50	40	5	37	5	41	41		450 00	12 16	90 00		450 00	1650 00	2100 00
	Orillia	84	62	7	58	6	66	66		450 00	7 75	11 25		450 00	1650 00	2100 00	84	62	7	58	6	66	66		450 00	7 75	11 25		450 00	1650 00	2100 00
	Midland	75	50	25	46	23	47	47		450 00	9 78	19 56		450 00	1650 00	2100 00	75	50	25	46	23	47	47		450 00	9 78	19 56		450 00	1650 00	2100 00
	Penetanguishene	50	40	5	37	5	41	41		450 00	12 16	90 00		450 00	1650 00	2100 00	50	40	5	37	5	41	41		450 00	12 16	90 00		450 00	1650 00	2100 00
Stormont	Cornwall	78	58	26	62	27	78	71		600 00	10 26			600 00	1650 00	2250 00	70	39	31	40	25					600 00	15 38			600 00	1650 00	2250 00
Toronto	Toronto, C. I.	541	238	238	429	429	80	80		450 00	1 05			450 00	1650 00	2100 00	541	238	238	429	429	80	80		450 00	1 05			450 00	1650 00	2100 00
	Totals	12930	9102	1272	8151	92	10495	9892	1150	67200 00	16871 25	8072 49	16000 00	82943 85	247806 45	160945 12	13 10	9293	1493	8247	1647	9787	9787	1150	67200 00	18979 79	10396 45	17000 00	82956 17	247218 55	160945 12

The percentage of Average Attendance to Total Number attending School, is for Collegiate Institutes 67 per cent.

"	"	High Schools	54	"
"	of Upper Schools Pupils to Total Number attending School, is for Collegiate Institutes		7	For Collegiate Institutes and High Schools
"	"	High Schools	5	"
"	Lower	Collegiate Institutes	47	For Collegiate Institutes and High Schools
"	"	High Schools	49	"

VIII.—TABLE H.—The

HIGH SCHOOLS.	MONEYS. RECEIPTS. Legislative Grant for Masters' salaries.	Municipal Grant.	Fees.	Balances and other sources.	Total Receipts.	MONEYS. EXPENDITURES. Masters' Salaries.	Building, Rent, and Repairs.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Alexandria	502 65	570 00	.....	568 23	1640 88	1375 00	41 59
Williamstown	540 00	1550 00	45 81	11 89	2147 70	1790 90	.....
Cornwall	520 15	1555 00	.....	712 13	2787 28	1750 00	.....
Iroquois	576 30	850 00	73 00	63 96	1563 26	1300 00	22 95
Merisburg	611 45	650 00	.....	.....	1261 45	1090 00	.....
Hawkesbury	527 90	1052 90	.....	305 19	1885 99	1158 66	.....
Yakleek Hill	544 20	544 20	22 50	367 04	1777 94	1208 00	22 05
Kemptville	546 35	895 68	.....	532 35	1974 38	1350 00	.....
Prescott	541 96	969 20	143 00	217 52	1871 68	1400 33	105 04
Brockville	614 75	2000 00	130 50	425 07	3170 32	2609 98	96 29
Farmersville	646 81	881 03	.....	2207 22	3735 06	2205 00	35 00
Gananoque	554 15	754 15	.....	577 02	1885 32	1600 00	.....
Alliontе	635 27	2185 43	5 75	1325 07	4151 52	2000 00	600 00
Caleton Place	573 82	1677 11	.....	47 24	2298 17	1359 00	2 00
Pacenham	251 25	.....	.....	.....	251 25	251 25	.....
Peth C. I.	1271 51	1959 27	252 00	781 58	4264 36	2862 42	.....
Smith's Falls	521 20	1041 35	.....	.....	1562 55	1400 00	.....
Auprior	524 40	1014 67	.....	165 33	1704 40	1400 00	19 97
Penbroke	549 95	537 95	.....	965 02	2052 92	1300 00	468 60
Refrew	577 40	969 15	.....	575 64	2122 19	1200 00	451 84
Sylenham	631 51	1400 00	.....	109 26	2140 77	1550 00	.....
Napanee	575 25	1867 75	.....	25 38	2468 38	2043 32	44 80
Newburgh	508 85	930 87	.....	475 00	1914 72	1224 13	13 08
Picton	634 30	2434 30	.....	630 23	3698 83	1683 34	615 57
Trenton	558 00	999 00	.....	652 04	2209 04	1300 00	.....
Brighton	533 96	1012 96	.....	741 00	2287 92	1191 84	.....
Campbellford	608 75	.....	600 00	697 95	1906 70	1298 00	33 16
Cobourg C. I.	1636 11	1600 00	1295 50	1080 70	5612 31	3291 67	70 35
Colborne	516 55	1116 55	.....	693 50	2326 60	1150 00	26 05
Bowmanville	773 57	2100 00	.....	1081 30	3954 87	2800 00	210 40
Newcastle	507 20	1114 95	.....	200 00	1822 15	1392 50	27 00
Port Hope	795 40	2100 00	839 17	74 37	3808 94	2962 50	217 32
Norwood	544 00	468 65	.....	287 91	1300 56	1178 65	.....
Peterboro' C. I.	1745 64	2857 80	1007 75	955 54	6566 73	5211 38	700 00
Lindsay	803 41	3324 73	.....	61 46	4189 60	3720 00	75 00
Oakwood	534 57	666 25	.....	408 91	1609 73	1250 00	24 75
Omemee	520 55	520 55	.....	748 36	1789 46	1523 11	26 05
Oshawa	680 24	2129 71	.....	.....	2809 95	2400 00	160 26
Port Perry	764 65	824 24	.....	907 80	2496 69	2125 00	.....
Uxbridge	721 42	1521 42	.....	14 45	2257 29	2019 80	34 00
Whitby C.I	1206 66	2494 69	.....	.....	3701 35	3081 53	193 05
Markham	635 70	700 00	550 00	1 45	1887 15	1462 00	2 00
Newmarket	604 17	700 00	720 50	759 22	2783 89	1546 00	23 62
Richmond Hill	616 12	800 00	374 00	186 10	1976 22	1500 00	88 00
Weston	609 30	950 00	.....	96 62	1655 92	1400 00	105 45
Brampton	760 17	2290 17	.....	.....	3050 34	2502 41	30 15
Streetsville	501 50	747 50	.....	356 14	1605 14	1225 00	10 42
Barrie C. I.	1637 70	2337 76	201 59	612 81	4789 77	3650 03	215 63
Bradford	571 65	771 65	315 00	282 05	1940 35	1840 50	42 77

High Schools.

MONEYS.				No. of Pupils Attending.			Charges per Term.	Actual cost of each High School pupil, based on Total Expenditure.
Expenditures.								
Maps, Apparatus, Prizes, and Libraries.	Fuel, Books, and Contingencies.	Total Expenditures.	Balances.	Boys.	Girls.	Total.		
$ c.	$ c.	$ c.	$ c.					$ c.
.....	68 10	1484 69	156 19	31	13	44	Free	34 00
.....	169 22	1960 12	187 58	27	36	63	Free	31 00
25 00	245 59	2020 59	766 69	32	31	63	Free	32 00
.....	98 41	1421 36	141 90	35	38	73	$1.00	19 00
.....	171 00	1261 00	45	49	43	92	Free	14 00
27 83	126 79	1313 28	572 71	27	26	53	Free	25 00
.....	80 20	1310 25	467 69	31	46	77	$1.50	17 00
.....	624 38	1974 38	....	42	35	77	Free	26 00
14 08	328 70	1848 15	23 55	34	38	72	Non-res. $1 per m'th.	25 00
67 46	370 63	3144 36	25 96	90	85	175	Non-res. $1 per m'th.	18 00
.....	1112 76	3352 76	382 30	61	65	126	Free	27 00
34 78	156 08	1790 86	94 46	32	44	76	Free	24 00
.....	201 56	2801 56	1349 96	71	48	119	Free	24 00
.....	778 20	2139 20	158 97	53	37	90	Free	24 00
....	....	251 25	.....	.....	.....	.....	.....	.....
81 50	1261 30	4295 22	59 14	98	197	295	$4.00	21 00
.....	162 55	1562 55	.....	34	45	79	Free	20 00
....	274 94	1694 91	9 49	34	50	84	Free	20 00
.. ....	12 00	1780 60	272 32	56	41	97	Free	18 00
.....	136 40	1788 24	333 95	30	45	75	Free	24 00
.....	257 80	1807 80	332 97	33	46	79	Free	23 00
.....	312 50	2400 62	67 76	47	53	100	Free	24 00
.....	677 51	1914 72	.....	19	36	55	Free	35 00
29 47	240 45	2568 83	1130 00	53	85	138	Free	19 00
.. ..	302 16	1602 16	606 88	35	43	78	Free	20 00
.....	93 51	1285 35	1002 57	37	23	60	Free	21 00
.....	117 06	1448 22	458 48	34	41	75	Free	19 00
14 00	2177 78	5553 80	58 51	111	56	167	Res. $12, non-res. $14.	33 00
5 00	914 75	2095 89	230 80	25	27	52	Free	40 00
... .	876 65	3887 05	67 82	60	48	108	Free	36 00
....	156 90	1576 40	245 75	18	18	36	Free	44 00
.....	339 52	3519 34	289 60	64	90	154	$9 res., $11 non-res.	23 00
5 00	116 91	1300 56	.....	25	36	61	Free	21 00
.....	655 35	6566 73	.....	119	88	207	$2 res., $8 non-res...	32 00
80 00	314 60	4189 60	.....	99	87	186	Free	23 00
.....	328 18	1602 93	6 80	25	28	53	Free	30 00
32 50	175 10	1756 76	32 70	23	30	53	Free	33 00
.....	249 69	2809 05	.....	61	50	111	Free	25 00
.....	244 07	2369 07	127 62	76	65	141	Free	17 00
.....	136 90	2190 70	66 59	65	51	116	Free	19 00
....	426 77	3701 35	.....	115	95	210	Free	18 00
... .	131 03	1595 03	292 12	50	36	86	$3.00	19 00
.. ....	224 10	1793 72	990 17	58	42	100	$4.00	18 00
72 00	287 24	1947 24	28 98	60	37	97	$2.00	20 00
..... .	105 47	1610 92	45 00	46	20	66	Free	24 00
....	425 05	2057 61	92 73	78	82	160	Free	19 00
6 92	103 30	1345 64	239 50	21	20	41	Free	33 00
.....	924 11	4789 77	.....	125	84	209	{ $2 to all obtaining less than 60% of entrance marks. }	23 00
.....	57 08	1940 35	.....	37	30	67	$2.00	29 00

VIII.—TABLE H.—The

HIGH SCHOOLS.	MONEYS. RECEIPTS. Legislative Grant for Masters' salaries.	Municipal Grant.	Fees.	Balances and other sources.	Total Receipts.	MONEYS. EXPENDITURES. Masters' salaries.	Building, Rent, and Repairs.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Collingwood C. I.	1814 44	3614 44	528 00	12684 97	18641 85	5564 11	74 49
Orillia	571 12	1471 12	148 50	788 00	2978 74	1858 18	116 72
Oakville	526 54	834 57	.....	18 57	1379 68	1230 00	14 00
Dundas	564 86	1529 86	.....	9 14	2103 86	1618 96	81 25
Waterdown	714 08	889 08	302 00	48 42	1953 58	1706 30	97 89
Paris	540 55	1740 55	.....	175 52	2456 62	1700 00	1 50
Beamsville	555 77	762 84	.....	504 02	1822 63	1466 83	200 00
Grimsby	504 58	1008 93	.....	18 32	1531 83	1250 00	12 55
Niagara	512 63	1180 92	.....	24 26	1717 81	1337 00	123 80
Smithville	528 50	812 36	.....	319 52	1660 38	1163 83	8 80
Drummondville	527 25	827 25	.....	116 38	1470 88	1200 00	43 01
Thorold	593 32	1443 32	.....	391 32	2427 96	1668 35	63 95
Welland	656 20	1656 20	.....	423 40	2735 80	2100 00	22 00
Caledonia	793 10	1408 35	626 50	214 37	3042 32	2184 12	58 50
Cayuga	495 67	972 67	.....	514 81	1983 15	1170 50	17 65
Dunnville	554 55	1161 04	.....	643 48	2359 07	1450 00	102 16
Port Dover	518 70	518 70	.....	180 57	1217 97	1159 54	.....
Port Rowan	505 12	501 00	.....	455 20	1461 32	1270 33	.....
Simcoe	579 02	1390 63	.....	90 00	2059 65	1550 00	200 00
Ingersoll	666 76	856 76	.....	1511 65	3035 17	1972 57	247 80
Woodstock	678 95	5590 35	274 00	118 89	6662 19	2565 00	3458 73
Berlin	670 78	2270 78	753 00	662 85	4357 41	2850 00	238 03
Galt C. I.	1414 81	4447 81	2274 80	10 11	8147 53	6910 90	232 75
Elora	698 54	1579 09	.....	51 54	2329 17	1700 00	40 55
Fergus	618 23	1636 39	.....	.....	2254 62	1300 00	2 50
Harriston	641 20	1846 54	422 22	1016 88	3926 84	2300 00	269 22
Mount Forest	816 05	1716 05	670 75	.....	3202 85	2521 25	134 14
Orangeville	632 53	1138 98	.....	178 22	1949 73	1452 50	152 50
Owen Sound	1068 60	5980 12	.....	.....	7048 72	4119 13	2337 35
Listowel	577 96	2427 96	341 50	559 72	3907 14	1816 66	1243 62
Mitchell	625 72	1225 72	.....	67 46	1918 90	1474 99	9 99
Stratford	773 78	7219 30	.....	519 01	8512 09	3529 32	1516 15
St. Mary's C. I.	1821 51	2100 00	652 00	2348 60	6922 11	3883 33	91 59
Clinton	707 90	1107 90	572 50	757 37	3145 67	2130 90	80 82
Goderich	779 87	2529 87	.....	288 90	3598 64	3119 98	27 00
Seaforth	684 35	1236 94	792 00	.....	2713 29	2358 46	251 12
Kincardine	622 72	1708 00	.....	82 55	2413 27	1990 00	72 95
Walkerton	583 94	2233 94	.....	1280 13	4098 01	1802 50	454 07
Parkhill	569 22	847 22	.....	22 89	1439 33	1250 00	42 50
Strathroy	816 10	2916 10	33 00	221 46	3986 66	3000 00	383 18
Wardsville	506 40	493 46	.....	779 89	1779 75	1352 90	29 99
Aylmer	580 55	900 00	.....	1 33	1481 88	1356 52	20 17
Vienna	556 51	959 16	.....	.....	1515 67	1356 51	15 00
Chatham	685 00	2420 34	758 00	544 28	4407 62	3476 67	291 27
Sarnia	714 77	2274 26	.....	.....	2989 03	2400 00	89 07
Windsor	636 36	2060 53	.....	.....	2696 89	2450 04	.....
Belleville	766 99	1471 77	96 00	225 00	2559 76	2333 34	58 80
Brantford C. I.	2022 86	5500 00	2058 00	526 70	10107 56	6977 29	245 27
Guelph	849 91	4440 65	296 50	112 50	5699 56	3782 91	1077 48

High Schools—*Continued.*

MONEYS.				No. of Pupils Attending.				
Expenditures.								
Maps, Apparatus Prizes and Libraries.	Fuel, Books, and Contingencies.	Total Expenditure.	Balances.	Boys.	Girls.	Total.	Charges per Term.	Actual cost of each High School Pupil, based on Total Expenditure.
$ c.	$ c.	$ c.	$ c.					$ c.
118 00	12362 27	18118 87	522 98	192	77	269	$3.00 and $2.00	67 00
30 00	973 84	2978 74	.....	46	41	87	75 cents	34 00
.....	115 68	1379 68	.....	20	25	45	Free	30 00
15 00	325 43	2040 64	63 22	34	42	76	Free	27 00
.....	.....	1804 19	149 39	58	51	109	$1.50	17 00
.....	347 67	2049 17	407 45	32	37	69	Free	30 00
.....	152 45	1819 28	3 35	22	22	44	Free	41 00
.....	150 70	1413 25	118 58	23	23	46	Free	30 00
61 79	184 47	1707 06	10 75	30	26	56	Free	30 00
.....	116 78	1289 41	370 97	21	23	44	Free	29 00
.....	181 14	1424 15	46 73	28	35	63	Free	23 00
11 83	239 95	1981 08	443 88	27	59	86	Free	24 00
.....	445 79	2567 79	168 01	52	57	109	Free	23 00
.....	228 95	2471 57	570 75	84	80	164	$2.00	15 00
10 80	158 83	1357 78	625 37	24	24	48	Free	28 00
.....	448 35	2000 51	358 56	38	46	84	Free	24 00
.....	58 43	1217 97	.....	35	18	53	Free	23 00
.....	190 99	1461 32	.....	25	26	51	Free	29 00
10 25	299 40	2059 65	.....	54	46	100	Free	21 00
.....	373 04	2595 41	439 76	67	77	144	Free	18 00
.....	629 58	6653 31	8 88	52	57	109	$1.00	61 00
46 50	883 46	4017 99	339 42	83	40	123	$3.00	33 00
.....	1003 88	8147 53	.....	98	28	126	$4, $4, $6, $6	65 00
.....	131 82	1872 37	456 80	43	69	112	Free	17 00
.....	331 91	1633 91	620 71	55	37	92	Free	18 00
28 73	1306 70	3904 65	22 19	69	27	96	$2, $2, $1, $1.50	40 00
29 50	461 54	5146 43	56 42	63	62	125	$2.00	25 00
.....	146 28	1751 28	198 45	83	46	129	Free	14 00
.....	592 24	7048 72	.....	94	168	262	Free	27 00
139 76	437 08	3637 12	270 02	51	52	103	$1, 50c., 25c.	35 00
.....	240 93	1725 91	192 99	53	64	117	Free	15 00
.....	924 17	5969 64	2542 45	110	112	222	Free	27 00
.....	2378 29	6353 21	568 90	123	124	247	$1 per m'th to non-res.	26 00
25 30	462 62	2690 64	446 03	75	37	112	$3, $3, $4	24 00
.....	316 21	3463 19	135 45	100	92	192	Free	18 00
5 40	40 67	2655 65	57 64	56	64	120	$3, $3, $4, $10 per an.	22 00
9 28	285 80	2358 03	55 24	51	51	102	Free	23 00
.....	1672 10	3988 67	109 34	35	45	80	Free	50 00
.....	136 33	1428 83	10 50	48	40	88	Free	16 00
.....	378 57	3761 75	224 91	138	81	219	Free	17 00
51 80	187 71	1622 40	157 35	33	22	55	Free	30 00
.....	102 11	1478 80	3 08	57	49	106	Free	14 00
16 00	128 16	1515 67	.....	33	34	67	Free	23 00
141 11	476 57	4385 62	22 00	85	90	175	$2.00 per year	25 00
.....	499 96	2989 03	.....	67	87	154	Free	19 00
.....	246 85	2696 89	.....	50	48	98	Free	27 00
.....	167 62	2559 76	.....	79	116	195	$6, $4, non-res.	13 00
58 57	971 43	8252 56	1855 00	156	127	283	Res. $10, non-res. $16.	29 00
.....	758 00	5618 39	81 17	129	116	245	Res.free,n.-r.$1 p'r m.	23 00

VIII.—TABLE H.—The

HIGH SCHOOLS.	MONEYS. Receipts. Legislative Grant for Masters' salaries.	Municipal Grant.	Fees.	Balances and other sources.	Total Receipts.	MONEYS. Expenditures. Masters' salaries.	Building, Rent, and Repairs.
	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.	$ c.
Hamilton C. I.	2586 15	14008 35	1824 32	180 00	18598 82	15347 91	127 50
Kingston C. I.	1470 60	2850 00	777 86	1094 45	6192 91	4844 00	112 69
London C. I.	1790 10	5491 97	514 00	660 39	8456 46	6499 99	.....
Ottawa C. I.	1555 00	5422 01	1673 15	7 62	8657 78	5131 67	289 63
St. Catharines C. I.	2733 41	6043 87	2074 25	59 59	10911 12	8420 54	1247 38
St. Thomas C. I.	1702 87	1600 00	19 00	2156 33	5478 20	4216 67	317 35
Toronto C. I.	2236 95	6100 00	5833 25	302 38	14472 58	10362 50	2402 67
Total, 1881	*83288 32	200814 61	30891 08	56256 01	371250 02	257218 25	23703 31
Total, 1880	82904 85	222634 18	28528 11	98242 69	432309 83	247894 63	66416 99
Increase	383 47	.....	2362 97	.....	.....	9323 62	.....
Decrease	.....	21819 57	.....	41986 08	61059 81	.....	42713 68

*Not including $1620 for taking Meteorological Observations.

High Schools—*Continued.*

MONEYS.				No. of Pupils Attending.			Charges per Term.	Actual cost of each High School Pupil, based on Total Expenditure.
Expenditures.								
Maps, Apparatus, Prizes and Libraries.	Fuel, Books, and Contingencies.	Total Expenditures.	Balances.	Boys.	Girls.	Total.		
$ c.	$ c.	$ c.	$ c.					$ c.
320 00	2803 41	18595 82	.....	263	247	510	20c., 50c., $16	36 00
116 91	675 49	5749 09	443 82	100	63	163	$2, $3.25.....	35 00
121 97	1834 50	8456 46	.. ..	189	190	379	$3 to non-res..... ..	22 00
110 93	2796 48	8328 71	329 07	132	59	191	$12 to ratepayers, $24 to non-ratepayers, free to res.	43 00
... .	1196 72	10864 64	46 48	294	170	464	$5 first two terms, $4 last term.	24 00
42 00	902 18	5478 20	.....	173	143	316	Free	17 00
123 57	1175 05	14063 79	408 79	233	173	406	$5, $4.37, $4	35 00
2160 74	62768 23	345850 53	25399 49	6951	6184	13136	69 free ..... 35 fee	Av. C. I. 33 00 Av. H.S. 25 00
1626 72	97991 41	413929 75	18380 08	7030	5880	12910	69 free ..... 36 fee.....	Av. 26 00
534 02	.....	.....	7019 41	.....	305	226	.....	....
.....	35223 18	68079 22	.. ..	79	.....	.....	1 fee	... .

IX.—TABLE I.—The

NUMBER OF PUPILS IN THE VARIOUS

HIGH SCHOOLS.	SUBJECTS.								
	In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Dictation and Elocution.	In Penmanship.	In Linear Drawing.	In Book-keeping and Commercial Transactions.	In Arithmetic.	In Algebra.
Alexandria	44	44	44	44	44	..	18	44	44
Williamstown	.....	63	63	63	32	.....	8	63	63
Cornwall	.....	63	63	63	...	.....	11	63	63
Iroquois	....	73	73	65	40	45	15	73	73
Morrisburg	.....	92	92	92	18	20	48	92	82
Hawkesbury	.....	53	53	53	25	....	53	53	53
Vankleek Hill	.....	78	78	78	33	.....	6	78	78
Kemptville	...	77	77	77	35	.....	30	77	77
Prescott	.....	72	72	72	72	.....	24	72	72
Brockville	...	175	175	175	175	.....	135	175	175
Farmersville	....	126	126	126	..	.....	39	126	126
Gananoque	.....	63	63	63	63	...	12	63	63
Almonte	119	119	119	119	49	10	47	119	119
Carleton Place	90	90	90	90	90	.....	15	90	90
Perth	...	205	205	205	....	.....	150	205	205
Smith's Falls	.....	79	79	79	43	....	25	79	79
Arnprior	84	84	84	84	37	.....	48	84	84
Pembroke	...	97	97	92	.....	....	16	97	97
Renfrew	.....	75	75	75	...	...	38	75	75
Syndenham	79	79	79	79	37	61	60	79	79
Napanee	100	100	100	100	....	.....	11	100	100
Newburgh	...	45	45	55	45	...	20	55	55
Picton	.....	138	138	138	..	.....	75	138	138
Trenton	....	78	78	78	.....	...	26	78	78
Brighton	....	60	60	60	60	.. .	25	60	60
Campbellford	.....	75	75	75	75	...	12	75	75
Cobourg	.....	160	160	140	100	45	60	160	150
Colborne	.....	42	42	38	12	.....	25	42	42
Bowmanville	.....	108	108	108	108	.. .	31	108	108
Newcastle	.....	36	36	36	20	...	7	36	36
Port Hope	...	154	154	154	106	64	36	154	154
Norwood	.....	61	61	61	61	.....	15	61	61
Peterborough	.....	207	207	207	207	.....	28	207	207
Lindsay	186	186	186	186	186	.....	97	186	185
Oakwood	.....	53	53	53	53	....	8	53	53
Omemee	53	53	53	53	20	24	45	53	28
Oshawa	111	111	111	111	70	.....	27	111	111
Port Perry	.....	141	141	141	86	42	48	141	141
Uxbridge	.....	116	116	116	54	.....	32	116	116
Whitby	.....	210	210	210	150	40	130	210	210
Markham	.....	79	79	.....	.....	....	10	86	86
Newmarket	....	100	100	100	....		40	100	100
Richmond Hill	.....	97	97	97	38	32	34	97	97
Weston	66	66	66	66	66	...	10	66	66
Brampton	160	160	160	160	160	.....	29	160	160
Streetsville	.....	41	41	41	41	...	19	41	41
Barrie	209	209	209	196	80	.....	26	209	209
Bradford	.....	67	67	67	67	.....	13	67	67

High Schools.

BRANCHES OF INSTRUCTION.

SUBJECTS.

In Geometry.	In Logic.	In Trigonometry.	In Mensuration.	In History.	In Geography and Astronomy.	In Natural Philosophy.	In Chemistry and Agriculture.	In Natural History.	In Physiology.	In Elements of Civil Government.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.
42	....	.....	25	44	44	14	14	.....	....	.. ..	4	.....	21	.....	.....
63	....	....	.....	63	63	2	1	....	.....	.....	32	.....	25	7	.....
63	....	2	.....	62	63	11	11	...	....	... .	36	.....	31	2	.....
60	....	... ..	42	73	65	15	15	.....	.....	.....	20	.....	35	6	30
80	....	.....	92	92	92	28	28	..	.....	.....	34	.....	25	3	.....
53	...	1	1	53	53	25	25	.....	...	.....	6	.....	21	3	53
78	...	.....	78	78	78	6	6	...	....	... .	65	.....	7	..	.....
77	....	.....	.....	77	77	28	28	.....	....	... .	10	....	42	3	.....
70	...	1	72	72	72	12	12	....	.....	.....	35	.....	20	1	....
175	....	... ..	175	175	175	18	21	...	.....	... .	68	.....	83	6	.....
126	....	...	... ..	126	126	39	39	.....	...	....	8	2	70	4	.....
61	....	3	26	63	63	10	12	...	.....	.....	29	.....	29	7	.....
119	...	1	90	119	119	9	14	.....	.....	.....	44	.....	51	5	.....
90	....	.....	90	89	89	4	6	.....	....	90	22	.....	69	4	.....
205	....	.....	205	205	205	45	45	.....	.....	.....	180	.....	100	12	.....
79	....	. .	43	79	79	5	47	....	.....	.....	50	.. ..	31	1	57
84	..	...	25	84	84	11	11	. ...	....	.....	50	.....	16	2	.....
97	....	... ..	97	97	97	1	2	.....	.....	..	31	.....	74	4	....
75	....	1	75	75	75	34	30	.....	.....	.....	16	...	14	1	30
79	....	1	79	79	79	60	60	.....	....	.....	13	1	17	6	.....
100	....	1	100	100	100	13	11	...	.....	100	43	4	54	8	40
55	...	.....	23	55	55	11	11	.....	.....	.....	15	.....	5	.....	....
138	....	..	50	138	138	24	24	.....	.....	.....	93	.....	39	3	.....
78	....	4	... .	78	78	15	15	.....	.....	.....	32	1	21	7	....
55	....	..	25	60	60	12	22	.....	....	.....	15	4	20	.....	.....
75	..	4	40	75	75	10	10	.....	.....	.....	40	...	25	10	20
137	....	10	95	156	156	60	60	.....	.....	.....	48	9	88	42	.....
39	....	.....	9	40	40	2	15	.....	.....	.....	19	.....	15	2	.....
108	....	10	43	108	108	21	35	.....	.....	.....	45	10	30	10	....
36	....	..	9	36	36	.	.....	...	....	....	18	.....	12	1	....
154	....	12	.....	154	154	36	36	.....	.....	... .	136	6	45	15	....
61	....	... ..	15	61	61	... ..	15	.....	.....	.....	36	.....	11	.....	.....
207	...	25	207	207	207	28	28	.....	.....	.....	89	25	100	14	.....
185	....	7	186	186	186	55	55	.....	.....	....	80	7	94	14	99
53	....	1	.....	53	53	1	.....	.....	.....	.....	26	1	21	.....	... ..
26	....	...	14	53	53	15	18	.....	20	25	16	.....	10	1	.....
91	..	6	.....	111	111	.....	6	.....	.....	.....	45	6	40	6	.....
141	...	28	120	141	133	64	64	.....	.....	.....	54	.....	42	24	141
116	....	3	62	116	116	25	25	.....	.....	.....	39	5	35	6	.....
210	....	6	76	210	210	10	16	10	.....	....	119	16	131	30	115
86	....	4	.....	82	....	9	11	.....	.....	.....	37	.....	37	8	.....
100	....	4	100	100	100	15	19	.....	.....	.....	66	9	28	10	.....
97	....	.....	34	97	97	11	13	.....	.....	.....	42	.....	40	10	.....
66	....	5	66	66	66	10	10	.....	.....	.....	6	3	40	8	.....
160	....	6	.....	160	160	35	37	.....	.....	.....	70	9	65	10	.....
41	...	.....	41	41	41	15	13	.....	.....	.....	17	.....	11	3	.....
209	....	7	... ..	209	209	26	26	... ..	.....	.....	133	14	128	21	.....
67	....	2	... ..	67	67	13	13	.....	.....	.....	29	2	24	2	.....

IX.—TABLE I.—The

NUMBER OF PUPILS IN THE VARIOUS

HIGH SCHOOLS.	SUBJECTS.								
	In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Dictation and Elocution.	In Penmanship.	In Linear Drawing.	In Book-keeping and Commercial Transactions.	In Arithmetic.	In Algebra.
Collingwood	....	269	269	94	90	.....	95	269	269
Orillia	....	87	87	87	...	.....	.....	87	87
Oakville	45	45	45	45	45	25	20	45	45
Dundas	.....	76	76	76	76	....	19	76	76
Waterdown	.....	109	109	109	39	...	33	109	109
Paris	.....	69	69	69	52	...	42	69	69
Beamsville	.....	44	44	44	22	.....	18	44	44
Grimsby	.....	46	46	46	46	22	30	46	46
Niagara	56	56	56	56	56	11	10	56	36
Smithville	44	44	44	44	44	....	19	44	44
Drummondville	.....	63	63	63	...	.....	13	63	63
Thorold	.....	86	86	86	14	.....	14	86	86
Welland	.....	103	107	104	102	.....	25	103	107
Caledonia	.....	164	164	164	.....	..	39	164	164
Cayuga	48	48	48	48	5	.....	11	48	48
Dunnville	.....	84	65	84	20	.....	16	84	84
Port Dover	.....	53	53	53	27	.....	29	53	53
Port Rowan	.....	51	51	51	19	...	20	51	51
Simcoe	.....	100	100	100	80	.....	42	100	100
Ingersoll	.....	144	144	144	85	.....	46	138	143
Woodstock	....	109	109	102	58	...	42	109	109
Berlin	.....	122	122	51	51	.....	21	122	122
Galt	.....	126	126	111	111	.....	35	126	126
Elora	.....	112	112	112	112	.....	24	112	110
Fergus	92	92	92	92	92	92	30	92	88
Harriston	.....	96	96	96	.....	.....	46	96	96
Mount Forest	....	125	125	125	50	.....	30	125	125
Orangeville	.....	129	129	129	.....	.....	30	129	129
Owen Sound	.....	262	262	262	124	....	124	262	262
Listowel	.....	103	103	.....	.....	.....	52	103	103
Mitchell	....	117	117	117	36	.. ..	15	117	115
Stratford	.....	222	222	222	222	.....	200	222	222
St. Mary's	.....	247	247	247	70	.....	247	247	247
Clinton	.....	112	110	94	94	....	50	112	112
Goderich	.....	192	192	180	50	45	50	192	192
Seaforth	.....	120	120	120	32	... ...	70	120	120
Kincardine	.....	102	102	102	.....	.....	35	102	102
Walkerton	....	80	80	80	.....	.....	34	80	80
Parkhill	.....	88	88	88	88	.....	38	88	88
Strathroy	.....	219	219	143	143	.....	51	219	219
Wardsville	.....	55	55	55	.....	12	20	55	54
Aylmer	.....	106	106	106	.....	.....	12	106	106
Vienna	.....	67	67	34	.....	.....	12	67	67
Chatham	.....	175	175	175	175	5	40	175	175
Sarnia	.....	154	154	154	74	.....	85	154	154
Windsor	.....	98	98	98	3	30	30	98	98
Belleville	195	195	195	195	195	130	19	195	195
Brantford	.....	286	286	286	80	60	87	286	286

High Schools.

BRANCHES OF INSTRUCTION.

SUBJECTS.

In Geometry.	In Logic.	In Trigonometry.	In Mensuration.	In History.	In Geography and Astronomy.	In Natural Philosophy.	In Chemistry and Agriculture.	In Natural History.	In Physiology.	In Elements of Civil Government.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.
269	....	29	269	269	269	95	95	.....	.....	.....	83	6	162	8	.....
87	....	1	47	87	87	7	5	.....	.....	.....	60	.....	31	5	.....
44	....	1	30	45	45	15	19	.....	.....	.....	19	.....	7	1	.....
76	....	3	....	76	76	3	3	.....	.....	.....	42	.....	34	3	.....
109	....	2	28	109	109	28	28	.....	.....	.....	45	.....	33	6	.....
69	....	.....	36	69	69	10	10	.....	.....	.....	24	.....	59	2	35
44	....	1	44	44	44	6	4	.....	.....	.....	23	5	12	4	12
46	....	.....	.....	46	46	8	.....	.....	.....	7	23	.....	15	2	.....
25	....	.....	36	40	40	..	2	.....	.....	.....	36	..	11	2	...
44	....	3	44	44	44	19	19	.....	.....	.....	15	1	8	3	1
63	....	..	22	63	63	..	..	.....	.....	.....	26	..	37	..	.....
86	....	1	20	86	86	14	14	.....	.....	.....	59	....	27	1	.....
109	....	8	20	104	104	21	21	.....	.....	.....	16	9	87	18	...
164	....	10	101	164	164	39	40	.....	.....	.....	72	7	56	16	...
48	....	.....	48	48	48	4	4	.....	.....	.....	20	3	21	3	.....
48	....	.....	....	84	84	16	16	.....	.....	.....	28	....	24	3	.....
50	...	3	41	53	53	10	10	.....	.....	.....	26	1	20	6	.....
51	....	.....	51	51	51	20	20	.....	.....	.....	29	....	12	..	.....
95	....	.....	42	100	100	12	12	.....	.....	.....	34	....	37	7	.....
140	....	8	138	140	140	27	30	.....	.....	.....	53	6	58	13	.....
109	....	6	52	109	109	34	34	.....	..	.....	56	.....	3	6	.....
122	....	5	122	120	101	9	32	.....	.....	.....	38	85	37	4	.....
126	....	12	30	126	111	30	30	.....	.....	.....	76	25	102	32	98
110	....	2	85	112	112	12	12	.....	.....	.....	60	17	24	6	.....
85	....	.....	55	92	92	11	11	.....	.....	92	40	.....	29	5	.....
96	....	5	96	96	96	16	18	.....	.....	.....	40	12	32	2	.....
125	4	10	20	125	125	30	30	.....	.....	.....	50	12	48	12	40
129	...	4	129	129	129	30	35	.....	.....	.....	50	.....	50	12	.....
262	....	12	262	262	262	72	72	.....	.....	.....	129	16	110	9	...
103	....	.....	.....	103	.....	.....	6	.....	.....	.....	24	12	16	4	...
58	...	1	46	117	117	8	8	.....	.....	.....	17	53	13	1	.....
222	...	4	222	222	222	10	10	.....	.....	110	80	48	110	10	.....
247	...	15	247	247	247	65	65	.....	.....	.....	85	15	120	18	.....
112	....	18	94	112	112	50	50	.....	.....	.....	48	10	25	8	.....
186	....	6	192	192	192	45	47	.....	.....	.....	80	5	12	14	....
120	...	5	120	120	120	30	80	.....	.....	.....	90	15	25	5	.....
102	....	1	102	102	102	32	32	.....	.....	.....	42	.....	29	8	.....
73	....	7	35	80	80	33	33	.....	.....	.....	14	27	28	7	....
88	...	..	88	88	88	28	28	.....	.....	.....	29	....	14	3	.....
219	....	5	219	219	219	51	51	.....	.....	.....	63	.....	93	13	.....
50	....	2	26	55	55	7	8	.....	.....	.....	20	.....	18	.....	..
106	....	12	12	106	105	38	10	...	1	.....	22	.....	45	6	.....
67	...	.....	2	67	67	6	6	.....	.....	.....	18	.....	15	2	.....
175	....	.....	175	175	175	25	25	.....	.....	.....	80	.....	70	7	175
154	....	.....	154	154	154	31	31	...	.....	.....	86	.....	38	.....	67
98	....	3	24	98	98	10	10	.....	.....	.....	30	2	24	3	47
145	....	.....	195	195	195	14	14	...	.....	.....	87	.....	47	3	79
286	....	20	90	286	286	50	57	....	.....	.....	90	30	135	50	.....

IX.—TABLE I.—The

NUMBER OF PUPILS IN THE VARIOUS

HIGH SCHOOLS.	SUBJECTS.								
	In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading Dictation and Elocution.	In Penmanship.	In Linear Drawing.	In Book-keeping and Commercial Transactions.	In Arithmetic.	In Algebra.
Guelph	.....	245	245	245	110	....	40	245	245
Hamilton	.....	510	510	410	410	256	250	510	510
Kingston	163	163	163	163	90	12	50	163	163
London	.....	379	379	379	379	.....	250	379	379
Ottawa	.....	191	182	127	127	.....	45	191	191
St. Catharines	.....	464	464	464	112	152	158	464	464
St. Thomas	.....	316	316	316	117	117	134	316	316
Toronto	.....	406	406	406	406	243	271	406	406
Total, 1881	1884	13086	13050	12290	7101	1595	5005	13097	13032
Do. 1880	1818	12765	12288	12128	7115	2297	4542	12825	12667
Increase	66	321	762	162	.....	.....	463	272	365
Decrease	....	.....	.....	....	14	802	.....	.....	.....
PERCENTAGE OF TOTAL NUMBER ATTENDING.									
Collegiate Institutes	5	100	100	91	58	21	46	100	100
High Schools	19	100	100	95	52	8	34	100	99
Total, Coll. Inst. and High Schools	14	100	100	94	54	12	38	100	99

High Schools.

BRANCHES OF INSTRUCTION.

SUBJECTS.

In Geometry.	In Logic.	In Trigonometry.	In Mensuration.	In History.	In Geography and Astronomy.	In Natural Philosophy.	In Chemistry and Agriculture.	In Natural History.	In Physiology.	In Elements of Civil Government.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.
245	....	3	50	245	245	30	30	....	.....	.....	94	32	105	15	80
419	....	64	490	490	490	86	104	54	10	.....	372	85	299	68	306
163	....	13	163	150	150	22	24	.....	.....	.....	99	30	97	12	60
379	....	12	95	379	379	27	27	....	.....	.....	185	44	144	26	45
191	....	18	64	191	191	22	22	....	...	.....	148	25	132	34	.....
464	....	47	464	464	464	98	98	.....	...	.....	174	31	177	58	294
159	...	12	316	316	316	86	86	.....	.....	.....	127	18	164	16	173
406	....	44	300	406	406	16	232	.....	40	.....	301	56	226	43	406
12926	4	593	8383	12937	12802	2431	2855	64	71	424	5938	877	5389	967	2503
12304	2	622	8296	12654	12634	2519	2991	95	131	.....	5464	859	5559	1100	2697
662	2	.....	87	283	168	.....	.....	.....	.....	424	474	18	.....	.....	.....
.....	.....	29	.....	.....	.....	88	136	31	60	.....	.....	.....	170	133	194
94	....	8	71	99	98	18	24	1	1	.....	53	10	53	10	35
100	...	3	60	99	98	14	21	$\frac{1}{8}$	$\frac{1}{4}$	5	41	5	34	6	11
99	....	4	64	99	98	18	22	$\frac{1}{2}$	$\frac{1}{2}$	3	45	6	41	7	20

X.—TABLE K.—The

MISCELLANEOUS

HIGH SCHOOLS.	Brick, Stone or Frame.	Freehold, Leasel or Rentcel.	Size of Playground.	Schools under United Boards.	Number of Maps in School.	Number of Globes in School.	Schools in which the Bible is read.	Schools in which there are daily prayers.
			acres.					
Alexandria	B.	F.	½	.....	12	.....	.....	.....
Williamstown	B.	F.	⅜	1	18	1	.....	1
Cornwall	B.	F.	1¾	.....	26	1	.....	1
Iroquois	S.	F.	1	.....	15	2	1	1
Morrisburg	B.	F.	⅜	1	8	1	.....	1
Hawesbury	B.	F.	1	1	19	2	.....	1
Vankleek Hill	B.	F.	1	.....	10	1	.....	1
Kemptville	B.	F.	⅓	1	15	4	.....	1
Prescott	S.	R.	⅜	1	15	3	1	1
Brockville	S.	F.	⅜	.....	25	1	.....	.....
Farmersville	S.	F.	2	1	8	1	1	1
Gananoque	S.	F.	⅓	1	36	1	.....	1
Almonte	S.	R.	⅓	1	21	3	.....	1
Carleton Place	S.	F.	⅓	1	20	2	.....	1
Perth	B.	F.	5	1	23	1	.....	1
Smith's Falls	S.	F.	½	1	16	3	1	1
Arnprior	B.	F.	4	1	14	1	.....	1
Pembroke	B.	R.	1	1	8	.....	.....	.....
Renfrew	B.	F.	3½	1	6	.....	.....	.....
Sydenham	S.	F.	1½	.....	16	1	1	.....
Napanee	B.	F.	1½	1	50	3	.....	1
Newburgh	S.	F.	1½	1	17	1	.....	1
Picton	B.	F.	1¼	.....	12	.....	.....	1
Trenton	B.	F.	1¼	1	16	1	1	1
Brighton	B.	F.	1¼	1	16	1	.....	1
Campbellford	S.	F.	1	1	12	1	.....	.....
Cobourg	B.	F.	⅝	.....	35	2	.....	1
Colborne	B.	F.	1	1	6	.....	.....	1
Bowmanville	B.	F.	2	1	18	6	1	1
Newcastle	B.	F.	1	1	12	1	.....	1
Port Hope	B.	F.	½	.....	20	2	.....	1
Norwood	B.	F.	1	1	12	1	.....	1
Peterborough	B.	R.	2	1	27	1	.....	.....
Lindsay	B.	F.	5	1	20	3	.....	1
Oakwood	B.	F.	⅝	.....	10	1	1	1
Omemee	F.	F.	½	1	27	1	.....	1
Oshawa	B.	F.	2	1	20	1	1	1
Port Perry	B.	F.	1⅝	1	22	1	.....	1
Uxbridge	B.	F.	2	1	20	1	.....	1
Whitby	B.	F.	¼	1	66	1	.....	1
Markham	B.	F.	2	.....	20	.....	.....	1
Newmarket	B.	F.	2	.....	25	1	.....	1
Richmond Hill	B.	F.	1	1	20	1	1	1
Weston	B.	F.	1⅝	.....	20	1	1	1
Brampton	B.	F.	5	.....	30	2	.....	1
Streetsville	B.	F.	½	.....	10	2	.....	1
Barrie	B.	F.	3	.....	12	1	.....	.....
Bradford	B.	F.	2	.....	10	2	.....	.....

High Schools.

INFORMATION.

Number of pupils who Matriculated at any University.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupations.	Number of pupils in Preparatory Department.	Number of masters and teachers.	Salary of head master.	Head Masters and their Universities.
3	2	2	3	12	.....	2	800	W. D. Johnston, B.A., *Certificate.*
1	4	2	.....	6	.....	2	800	Thomas Scales, B.A., *Toronto.*
2	2	1	4	.....	.....	2	1000	James Smith, M.A., *Aberdeen*
.....	4	5	.....	15	.....	2	800	W. A. Whitney, M.A., *Victoria.*
2	5	5	.....	8	.....	2	850	John O. McGregor, M.A., *Toronto.*
3	3	6	6	.....	.....	2	850	John A. Houston, B.A., *Trinity.*
.....	4	5	.....	.....	.....	2	800	F. O. Page, B.A., *Toronto.*
.....	.....	.....	.....	.....	.....	2	900	James A. Carman, B.A., *Albert.*
2	4	2	6	.....	.....	1	1000	M. McPherson, M.A., *Victoria.*
2	8	1	8	6	.....	3	1200	P. C. McGregor, B.A., *Queen's.*
2	.....	.....	.....	.....	.....	3	1000	A. Bowerman, M.A., *Victoria.*
1	6	2	1	2	....	2	1000	Clare L. Worrell, B.A., *Trinity.*
.....	14	13	4	17	...	3	850	Robert Whittington, B.A., *Victoria.*
1	10	5	4	34	.....	2	900	J. S. Jamieson, M.A., *Victoria.*
2	.....	.....	.....	.....	.....	4	1000	I. J. Birchard, B.A., *Toronto.*
.....	2	.....	3	7	.....	2	900	J. A. Clarke, M.A., *Victoria.*
.....	9	.....	3	13	.....	2	800	F. F. McNab, B.A., *Queen's.*
1	2	4	4	.....	.....	2	700	Alexander McKillop, B.A., *Queen's.*
..	3	.....	1	.....	.....	2	750	Charles McDowell, B.A., *Queen's.*
1	5	4	1	17	....	2	1100	J. E. Burgess, M.A., *Queen's.*
.....	10	...	22	...	.....	3	1200	Cortez Fessenden, B.A., *Toronto.*
.....	4	2	7	4	....	2	800	David Hicks, B.A., *Toronto.*
.....	.....	.....	.....	.....	.....	3	900	Robert Dobson, B.A., *Victoria.*
1	5	.....	9	10	....	2	850	H. M. Hicks, M.A., *Toronto.*
...	.....	.....	.....	.....	.....	2	900	Robert K. Orr, B.A., *Toronto.*
3	3	6	.....	20	....	2	1000	A. G. Knight, B.A., *Victoria.*
1	4	1	5	29	68	5	1200	D. C. McHenry, M.A., *Victoria.*
1	2	.....	.....	12	.....	3	750	Stephen Burwash, B.A., *Certificate.*
6	6	.....	.....	.....	.....	3	1200	William Oliver, B.A., *Toronto.*
2	4	2	2	1	.....	2	700	John McBride, B.A., *Toronto.*
3	7	3	1	36	.....	4	1200	Adam Purslow, M.A.,LL.D., *Victoria.*
.....	.....	.....	.....	6	.....	2	725	Matthew McKay, B.A., *Certificate.*
6	.....	.....	.....	.....	.....	5	1100	John Dixon, B.A., *Toronto.*
1	25	12	2	.....	....	3	1200	W. E. Tilley, M.A., *Victoria*
2	1	.....	2	.....	.....	2	750	John H. Brethour, B.A., *Victoria.*
.....	5	7	5	...	.....	2	850	James Lumsden, M.A., *Aberdeen.*
8	12	6	3	25	.....	3	1200	W. W. Tamblyn, M.A., *Toronto.*
3	6	12	10	.....	..	3	1400	D. McBride, B.A., *Victoria.*
4	4	5	1	34	...	3	1200	John J. McGee, B.A., *Toronto.*
9	17	6	8	33	...	6	1400	George H. Robinson, M.A., *Toronto.*
1	.....	.....	2	...	.....	2	900	Edward T. Crowle, Ph.D., *Giessen.*
3	3	10	5	30	.....	2	900	J. E. Dickson, B.A., *Toronto.*
6	9	4	11	13	.....	2	1000	William McBride, M.A., *Toronto.*
2	6	5	1	6	....	2	1000	George Wallace, B.A., *Dublin.*
3	6	5	10	17	.....	3	1000	Henry J. Galton, B.A., *Oxon.*
.....	....	3	.....	1	....	2	750	W. H. Law, B.A., M.D., *Victoria.*
4	16	8	23	7	.....	5	1250	H. B. Spotton, M.A., *Toronto.*
2	4	7	7	11	.....	2	1000	William Forrest, M.D., B.A., *Toronto.*

X.—TABLE K.—The

MISCELLANEOUS

HIGH SCHOOLS.	Brick, Stone or Frame.	Freehold, Leased or Rented.	Size of Playground.	Schools under United Boards.	Number of Maps in School.	Number of Globes in School.	Schools in which the Bible is read.	Schools in which there are daily prayers.
			acres.					
Collingwood	B.	F.	1	.....	25	1	1	1
Orillia	B.	F.	3¼	.....	10	1	1	1
Oakville	B.	F.	⅓	1	6	2	1	1
Dundas	B.	F.	1	1	17	2	.....	1
Waterdown	S.	F.	3½	1	18	2	.....	1
Paris	B.	F.	⅝	1	25	1	1	1
Beamsville	B.	F.	2½	1	15	1	1	1
Grimsby	F.	F.	½	.....	14	1	.....	1
Niagara	B.	F.	½	.....	16	1	1	1
Smithville	F.	F.	1	.....	14	1	.....	1
Drummondville	F.	F.	2	.....	25	1	.....	1
Thorold	B.	F.	2¼	.....	26	1	.....	1
Welland	B.	F.	1	.....	12	1	1	1
Caledonia	B.	F.	½	1	19	1	1	1
Cayuga	B.	F.	½	...	15	.....	.....	.....
Dunnville	F.	F.	1	.....	12	.....	1	1
Port Dover	B.	F.	1	1	30	2	1	1
Port Rowan	B.	F.	2½	1	12	2	.....	1
Simcoe	B.	F.	3	1	40	2	1	1
Ingersoll	B.	F.	2	1	17	1	1	1
Woodstock	B.	F.	1	.....	8	1	1	1
Berlin	B.	F.	3¼	.....	16	1	1	1
Galt	S.	F.	6	.....	30	5	1	1
Elora	S.	R.	¾	...	18	2	1	1
Fergus	S.	F.	1	1	2	1	1	1
Harriston	B.	F.	3	.....	18	1	.....	1
Mount Forest	F.	F.	1½	...	14	1	1	1
Orangeville	B.	F.	2	...	20	2	...	1
Owen Sound	B.	F.	3	1	20	.....	1	1
Listowel	B.	F.	.....	.....	15	1	.....	1
Mitchell	B.	F.	⅝	...	20	2	1	1
Stratford	B.	F.	3	.....	30	1	...	1
St. Mary's	B.	F.	2	.....	12	2	1	1
Clinton	B.	F.	3½	.....	12	2	1	1
Goderich	B.	F.	½	.....	1	1	1	1
Seaforth	B.	F.	3	.....	41	.....	1	1
Kincardine	B.	F.	3	1	23	1	1	1
Walkerton	B.	F.	1½	...	17	1	1	1
Parkhill	B.	R.	1	1	31	2	.....	1
Strathroy	B.	F.	⅝	.....	25	1	1	1
Wardsville	B.	F.	2	...	13	1	.....	.....
Aylmer	B.	F.	⅝	.....	12	2	.....	1
Vienna	B.	F.	1	1	20	1	...	1
Chatham	B.	F.	2	1	30	3	1	1
Sarnia	B.	F.	1½	.....	18	3	1	1
Windsor	B.	F.	⅞	1	12	1	1	1
Belleville	B.	F.	1½	1	13	2	1	1
Brantford	B.	F.	1	...	30	2	1	1

High Schools.

INFORMATION.

Number of pupils who Matriculated at any University.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupations.	Number of pupils in Preparatory Department.	Number of masters and teachers.	Salary of head master.	Head Masters and their Universities.
							$	
2	12	2	52	.....	.....	6	1200	William Williams, B.A., *Toronto.*
.....	.....	.....	1	.....	.....	3	950	George B. Ward, M.A., *McGill.*
.....	2	.....	4	2	.....	2	800	N. J. Wellwood, B.A., *Toronto.*
6	.....	3	.....	3	..	2	1000	J. D. Bissonnette, B.A., *Certificate.*
.....	10	12	5	8	.....	2	1000	D. H. Hunter, B.A., *Toronto.*
.....	5	7	2	3	.....	2	1100	J. W. Acres, B.A., *Trinity.*
.....	2	6	.....	4	.....	2	800	A. W. Reavley, B.A., *Certificate.*
.....	1	9	1	2	2	2	1000	Edward L. Curry, B.A., *Cantab.*
.....	4	6	1	4	.....	2	900	A. Andrews, *Certificate.*
.....	.....	.....	.....	.....	.....	2	700	A. C. Crosby, B.A., *Albert.*
.....	3	.....	.....	9	.....	2	860	H. C. Sells, B.A., *Toronto.*
1	5	5	2	4	.. ..	2	1050	Alexander McCulloch, M.A., *Queen's.*
4	5	12	9	7	.....	3	1100	J. M. Dunn, LL.B., *Toronto.*
.....	10	8	10	.....	.....	3	800	Robert Eadie, B.A., *McGill.*
.....	1	3	1	4	.....	2	700	H. E. Kennedy, B.A., *Mt. Alison, N.B.*
.....	7	1	9	1	.....	2	850	C. W. Harrison, M.A., *Victoria.*
1	8	5	2	12	.. ..	2	700	G. F. Metzler, B.A., *Albert.*
.....	1	2	1	13	.....	2	950	W. W. Rutherford, B.A., *Toronto.*
.....	10	5	8	.....	.....	2	1076	Rev. George Grant, B.A., *Toronto.*
6	17	5	10	14	.....	3	1000	F. W. Merchant, B.A., *Albert.*
2	5	2	3	13	.....	3	1050	George Strauchon, B.A., *Albert.*
1	11	4	3	22	....	4	1200	James W. Connor, B.A., *Toronto.*
3	.....	.....	.....	.....	30	5	2000	John E. Bryant, M.A., *Toronto.*
7	3	2	15	17	....	3	1000	Sylvanus Phillips, B.A., *Victoria.*
7	5	5	4	20	.....	3	800	M. M. Fenwick, B.A., *Toronto.*
.....	8	3	12	6	.....	3	1100	James McMurchie, B.A., *Toronto.*
3	7	5	14	2	.....	3	1100	Joseph Reid, B.A., *Toronto.*
.....	6	10	16	15	.....	2	900	Alexander Steele, B.A., *Toronto.*
.....	50	30	30	10	.....	5	1300	W. O'Connor, M.A., *Queen's, Ireland.*
2	.....	.....	.....	.....	.....	3	800	A. B. McCallum, M.A., *Queen's.*
1	4	6	10	12	.....	2	900	O. J. Jolliffe, B.A., *Victoria.*
1	20	10	4	15	....	4	1100	Charles J. McGregor, M.A., *Toronto.*
10	20	20	25	.....	.....	5	1200	J. E. Wetherell, B.A., *Toronto.*
1	6	10	4	25	.....	3	1100	James Turnbull, B.A., *Toronto.*
3	6	6	.....	.....	.....	4	1000	Hugh I. Strang, B.A., *Toronto.*
.....	10	12	3	.....	.....	3	1200	C. Clarkson, B.A., *Toronto.*
4	5	.....	13	4	.....	3	1000	Benjamin Freer, *Certificate.*
1	9	7	.....	11	.....	2	1000	J. Morgan, B.A., *Toronto.*
.....	5	10	4	3	.....	1	800	Edmund M. Bigg, M.A., *Toronto.*
4	20	20	5	10	.....	4	1000	L. E. Embree, B.A., *Toronto.*
.....	4	4	2	2	.....	2	775	W. G. McLachlan, B.A., *Toronto.*
.....	.....	.....	.....	.....	....	2	900	John McL. Bell, B.A., *Glasgow.*
.....	4	7	2	12	.....	2	800	C. R. Gunne, B.A., *Toronto.*
.....	10	30	5	15	..	5	1140	D. S. Paterson, B.A., *Certified.*
.....	21	5	22	3	.....	3	1000	William Sinclair, B.A., *Toronto.*
1	9	1	8	14	.....	3	1100	Angus Sinclair, M.A., *Toronto.*
2	25	10	4	20	.....	3	1000	R. Dawson, B.A., *Dublin.*
24	20	10	8	40	.....	8	1750	J. Hodgson, M.A., *Toronto.*

X.—TABLE K.—The

MISCELLANEOUS

HIGH SCHOOLS.	Brick, Stone or Frame.	Freehold, Leased or Rented.	Size of Playground.	Schools under United Boards.	Number of Maps in School.	Number of Globes in School.	Schools in which the Bible is read.	Schools in which there are daily prayers.
			acres.					
Guelph	S.	F.	4	1	20	1	.....	1
Hamilton	S.	F.	80x250	... ..	60	4	1	1
Kingston	S.	F.	$\frac{3}{4}$	.....	17	2	1	1
London	B.	F.	$2\frac{1}{2}$	1	16	2	1	1
Ottawa	S.	F.	3	.....	36	1	1	1
St. Catharines	B.	F.	$1\frac{1}{2}$	.. ...	55	3	.....	... ...
St. Thomas	B.	F.	2	1	14	1	1	1
Toronto	S.	F.	2	.....	26	2	1	1
	B. S. F.	F. R.						
Total, 1881	78 20 6	98 6	167	52	2039	151	48	92
" 1880	79 19 7	98 7	167	57	2009	151	53	87
Increase	.. 1 ..	.. ..	.....	.. ...	30	.....	.....	5
Decrease	1 .. 1 ..	1	.....	5	.. ..	.. ....	5	.....

High Schools.

INFORMATION.

Number of pupils who Matriculated at any University.	Number of pupils who entered mercantile life.	Number of pupils who became occupied with agriculture.	Number of pupils who joined any learned profession.	Number of pupils who left for other occupations.	Number of pupils in Preparatory Department.	Number of masters and teachers.	Salary of head master.	Head Masters and their Universities.
							$	
3	30	10	5	.....	.....	4	1050	William Tytler, B.A., *Toronto.*
25	14	28	.....	120	.....	18	1600	George Dickson, M.A., *Victoria.*
13	39	1	8	.....	.....	5	1300	Archibald P. Knight, M.A., *Queen's.*
2	.....	.....	.....	.....	....	7	1200	Francis L. Checkley, B.A., *Dublin.*
4	25	4	5	48	.....	6	1400	J. Thorburn, LL.D., *McGill.*
21	18	25	9	92	.....	11	1800	John Seath, B.A., *Queen's, Ireland.*
4	36	34	5	100	...	6	1200	John Millar, B.A., *Toronto.*
15	55	15	20	74	.....	11	2250	Archibald McMurchy, M.A., *Toronto.*
							Av.	47, Toronto. | 2, Aberdeen. 18, Victoria. | 2, Queen's, Ireland 8, Queen's. | 1, Glasgow.
280	859	598	576	1247	102	333	$1025	5, Albert. | 1, Mt. Alison, N.B. 3, McGill. | 1, Giessen, Germ'y
209	731	555	625	1453	185	335	1000	3, Trinity. | 1, Oxford. 3, Dublin. | 1, Cambridge. 8, Certificate.
71	128	43	.....	....	.....	.....	25	
.....	.. ...	.....	49	206	83	2	.....	

XI.—Table L.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Public and High Schools; also, Normal and Model Schools, from the year 1872 to 1881, inclusive, compiled from Returns in the Education Department.

No.	SUBJECTS COMPARED.	1872	1873	1874	1875	1876	1877	1878	1879	1880	1881
1	Population	.....	.....	.....	.....	.....	.....	.....	.....	1913460	.....
2	Population between the ages of five and sixteen years	495756	504369	511603	501083	502250	494804	492360	494424	489924	484224
3	County High Schools	104	108	108	108	104	104	104	104	104	104
4	Normal and Model Schools	3	3	3	3	4	4	4	4	4	6
5	Total Public Schools in operation as reported	4490	4562	4592	4678	4875	4955	4813	4932	4941	5043
6	Total Roman Catholic Separate Schools	171	170	166	156	167	185	177	191	196	195
7	Grand total of all Schools in operation *	5042	5124	5165	5258	5467	5248	5098	5231	5245	5348
8	Total Pupils attending County High Schools	7968	8437	7871	8342	8541	9229	10574	12136	12910	13136
9	Total Students and Pupils attending Normal and Model Schools	800	800	800	800	900	900	900	900	900	1000
10	Total Pupils attending the Public Schools	433256	438911	441261	451568	465243	465908	463405	462233	457734	451449
11	Total pupils attending the Roman Catholic Separate Schools	21406	22073	22786	22673	25294	24952	25610	24779	25311	24819
12	Grand Total, Students and Pupils attending Public, Separate and High, Normal and Model Schools*	472800	480679	483861	494065	510740	500989	500489	500048	496855	476268
13	Total amount paid for the Salaries of Public and Separate School Teachers	$1371594	$1520123	$1647750	$1758100	$1838321	$2038099	$2011208	$2072822	$2113180	$2106019
14	Total amount paid for the erection or repairs of Public and Separate School-houses, and for Libraries and Apparatus, Books, Fuel, Stationery, etc.	$835770	$1084403	$1217582	$1234980	$1168135	$1035390	$878139	$760262	$708872	$738252

15	Grand Total paid for public and Separate School Teachers' Salaries, the erection and repairs of School-houses, and for Libraries and apparatus, etc.	$2207346	$2604526	$2865332	$2993080	$3006456	$3073489	$2889347	$2833081	$2822052	$2844271
	Total amount paid for High School Masters' Salaries	$141812	$165358	$179946	$184752	$195906	$211607	$223010	$241097	$247894	$257218
17	Total amount paid for erection or repairs of High School-houses	$31360	$32939	$63684	$76586	$46216	$51417	$83968	$54274	$66416	$23703
18	Amonnt paid for other Educational purposes, etc*	$439690	$455302	$478989	$569564	$589923	$250968	$324496	$304755	$277905	$226167
19	Grand Total paid for Educational purposes*	$2820226	$3278125	$3587951	$3823982	$3838501	$3587481	$3520821	$3433210	$3414267	$3351359
20	Total Public School Teachers	5476	5642	5736	6018	6185	6468	6473	6596	6747	6922
21	Total Male Teachers	2626	2581	2601	2645	2780	3020	3060	3153	3264	3362
22	Total Female Teachers	2850	3061	3135	3373	3405	3448	3413	3443	3483	3560
23	Average number of months (or days) each Public School has been kept open by a qualified Teacher†	11¼	11¼	11¼	11⅓	11½	204	206	208	208	208

* Including Collegiate and Private Educational Establishments up to 1876.
† Holidays and Vacations included up to 1876; not afterwards.

PART III.

GENERAL.

PART III.

GENERAL.

Division I.

NORMAL SCHOOLS, AND SECONDARY AND ELEMENTARY EDUCATION IN THE UNITED STATES.

Special Report by Dr. McLellan, Inspector of High Schools.

Part I.—General Description of Schools Visited, Courses of Study, etc., with occasional remarks.

Letter of Instructions.

In your letter of instructions, dated 3rd November, 1881, I was specially directed to obtain specific information with the view of comparing educational results in our Provincial system with similar matters in some of the States of the Union, and especially to examine into the following subjects:—

I. Normal Schools.—(1) The extent and modes for the separation of the professional from the general training. (2) The means of inculcating the principles of education as a science. (3) The practical application of such principles in the pursuit of education as an art. (4) The details of the course in use for the professional training of teachers, and especially through schools of actual practice.

II. Secondary Education.—(1) The course of study in some of the best High Schools, and the modes of instruction in the various branches. (2) Staff of teachers and appliances.

III. Intermediate and Elementary Schools.—(1) The subjects, standards, and modes of instruction and the teaching staff employed in such schools, both in urban and rural districts. (2) As to discipline and the means employed for obtaining it. (3) Also as to the attendance and means for securing it. (4) As to the practical beneficial results produced by the teaching and methods employed.

Acting under these instructions, I visited Normal Schools in New York, Massachusetts and Connecticut, and, so far as the limited time at my disposal permitted, gave some attention to Primary and Secondary education, and have now the honour to report the results of my observations.

1. Normal Schools.

1. State Normal School, Albany.

300 Students in Attendance.

Staff.—Joseph Alden, D.D., LL.D., Principal and Professor of Moral and Mental Philosophy, and *ten* (10) assistant professors and teachers.

The course of study and practice occupies two years, embracing Arithmetic, Algebra, Geometry, Trigonometry and Surveying, Natural Philosophy, Astronomy, Chemistry, Physiology, Botany, Geology, Penmanship, Book-keeping, Geography, and Map Drawing, English Grammar, Elocution, Rhetoric, History, Criticism, Mental and Moral Philosophy, Science of Government, English Literature, Evidences of Christianity, Free-hand and Industrial Drawing, Vocal Music, Composition.

Candidates for admission must, if ladies, be at least sixteen (16) years of age, if gentlemen, seventeen (17) years of age; must pass an examination (quite elementary I believe) in Reading, Spelling, Arithmetic and English Grammar, and must subscribe a declaration of their intention to follow the profession of teaching in the State.

It may thus be seen that the literary attainments required for graduation are quite extensive—perhaps too extensive if *thoroughness* be taken into account. The students, however, receive a thorough drill in all the subjects of the Public School course, while they are instructed in the branches as carefully as time permits. It is justly assumed that the *minimum* course for the Public School pupil should not determine the *maximum* course for the Public School *teacher*.

The appliances for teaching science are very good, and methods of instruction are excellent.

(1) *Professional Training.—The Professional training*, it will be noticed, is not distinct from the Academic (or "General"); they are carried on simultaneously. Dr. Alden is of opinion that, under present circumstances in that State, the two courses must go on together. Teachers (candidates for the teaching profession) must acquire correct habits of thinking, must learn how to think, and how to acquire knowledge with the best results in discipline. If the modes of instruction in academic work have not been such as to secure this in the student, he will inevitably follow wrong methods of instruction when he himself becomes a teacher. The force of habit will prove too strong for him, and he will teach as he has been taught, not as he has been *told how* to teach. Under the vicious influence of bad teaching in the Public School, strengthened by bad teaching in the High School, the student becomes, as it were, saturated with wrong methods. These will be followed in spite of a theoretical lecturing, in a brief Normal School course, on different and better methods.

(2) In the teaching of all the professors the ultimate calling of the students is kept in view. They teach subjects not merely to impart literary and scientific facts and principles, but so as to give them the highest educational value, and leave upon the mind the impress of the best educational methods. In their own methods they reveal and illustrate the true methods which, in all essentials, the students are afterwards to observe in the work of the school room. Students become habituated to the true path by being constantly kept in the true path under the guidance of those who are familiar with it; they learn to think correctly by being constantly taught to think correctly; they learn how to acquire knowledge in the best way, by being constantly trained in the best methods of acquisition; they learn the value of subjects as instruments of discipline, as well as the best methods of making them *efficient* instruments—because they are perpetually under the influence of methods designed to secure discipline and the development of power. Each Professor, too, keeps in view any modifications of his method, which might be necessary in dealing with children. In a word, each Professor is expected to be himself a true teacher—by precept it is true, but especially by example. And thus philosophical instruction, not so much formal as material, is given at every recitation in every branch.

(3) A course of Instruction in Mental Philosophy and its application in education is given by Dr. Alden. There is no attempt at metaphysics, nor time wasted in fruitless discussions of unsettled problems of philosophy. But a simple course is followed—a course having special and practical reference to the teacher's work. Dr. Alden pursues—and trains his students to pursue—the inductive method in the study of philosophy, approaching the study of mind as we do the study of nature—observing particular facts in order to arrive at the general laws which regulate the mental activities. Having treated of the human mind in the usual three-fold division of *Intellect, Emotions, Will*, he proceeds to show the bearings of the knowledge thus acquired on the work of education.

(4) There is a Model School in connection with the Normal School, in which the teachers-in-training observe methods of teaching and discipline, and have actual practice in teaching during the second year of their course.

The Model School has two divisions and two regular teachers. The Normal School students first observe the work of the Model School teachers, and by the way, they are

examined on their notes of observation, and are thus taught *how to observe*—a point of no little importance : for the inexperienced teacher will prove an unintelligent *observer i.e.*, he will probably fail to note the object of the lesson which he is sent to observe, the salient points of the teaching, etc. He must therefore be trained to observe, and to observe closely and critically.

After a series of observations thus made they are required to do actual teaching in presence of the Model School teachers, who take notes, and make the necessary suggestions.

There are also weekly meetings of the practising students, at which the Model School teachers discuss all the points observed during the week—the faults to be avoided and the excellencies to be commended. These frequent meetings are attended with excellent results.

I observe here that

(*a*) The *Faculty of the Normal* School give no *formal* lectures on methods of teaching the various branches. The Professor's own example in method is supposed to be enough for the student.

(*b*) The *Model* School teachers give no formal lessons on methods, on school organization, government, discipline, etc. The personal criticisms and suggestions, and the weekly meetings (above mentioned) for mutual discussion are chiefly depended on for *professional results.*

(*c*) The Normal School Professors do not give lessons to classes drafted from the Training School, as models for the teachers-in-training. The lessons witnessed in the Model School under the regular teachers, are believed to be quite sufficient.

(*d*) They do not accompany the students to the Model School to observe their teaching with a view to criticism and correction ; nor are classes brought in from the Model School to be taught in their presence by the students-in-training.

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2. State Normal School, Worcester, Mass.

140 Students.

Staff.—E. Harlow Russell, Principal, and six assistant Professors and Teachers.

Course.—Arithmetic, Algebra, Geometry, Book-keeping, Physics, Astronomy, Chemistry, Physiology, Botany, Zoology, Mineralogy, Geology, Geography, Language, Reading, Orthography, Etymology, Grammar, Rhetoric, Literature, Composition, Penmanship, Drawing, Vocal Music, Gymnastics, Psychology, Science of Education and Art of Teaching, School Organization, History of Education.

The following *additional* branches are assigned for the *four years' course* :—

Advanced Algebra and Geometry, Trigonometry and Surveying, Advanced Chemistry, Physics and Botany, Drawing, English Literature and General History, Latin and French (or German) are required.

The required age is, for young men, 17 years ; for young women, 16 years. Candidates must declare their intention to complete the course and to engage in teaching after graduation.

They must pass an examination in Reading, Spelling, Penmanship, Geography, Arithmetic, English Grammar, and History of the United States.

Judging from the examination papers, the entrance examination is quite elementary —a little higher than our High School entrance examination.

The appliances for the teaching of Science are very good, and the instruction given in this department is experimental and instructive. Under such instruction, students cannot but acquire an intelligent knowledge of at least the elements of Science, as well as a great deal of skill in teaching the subject experimentally to children.

(1) *Professional Training.*—Here, as in Albany, the Literary and the Professional training go hand in hand. In the academic work a wide range of subjects is included. The *two years'* course (as given above) is imperative on all ; the *four years'* course is

designed for those who wish to make a more thorough preparation, both scholastic and professional, for the vocation of the teacher.

Special attention is paid to Music, Drawing, Elocution, etc. Drawing is admirably taught, and the skill and power of the teacher are seen in the results produced. The students possess no mean skill in the subjects, and an admirable facility in using it in the work of teaching. Place a teacher thus trained before a black-board with a crayon in his hand, note the rapidity and accuracy with which he will produce "a picture" of anything, and it will be admitted that his power as a teacher is increased ten-fold by his skill as an "artist."

Similar remarks may be made on the practical results of the *science* teaching. The length of the course gives the Professors the means of turning out practical *teachers* in this department.

Though the Professional and the General training are carried on together here, Principal Russell is of opinion that the proper function of a Normal School is to give professional training exclusively, or at all events, chiefly. If the schools with which it rests to give the required *scholarship* are really efficient—capable of giving a thorough general training—it would seem that there ought to be no difficulty in confining Normal Schools to professional work. Efficiency on the part of such schools for general training is, however, essential. Sound knowledge must be given, and in a sound way, that is, the *methods* of instruction followed must be thoroughly rational. This means skilled and trained teachers in these schools. If this condition fail, a short course in a Normal School will not correct the defects of the *general* education. The Normal School course would have to be extended so that the general work imperfectly accomplished by these schools might be completed. In fact, if the work is badly done in these "academic" institutions, the work of the Normal Schools is made more difficult than would be the entire education of the student. For not only would they have to give the necessary scholarship, they would also have to eradicate the bad habits of a previous training.

In any case, the Normal School course ought to cover sufficient time to enable the Professors to *supplement* the previous training, to give a *connected view* of the various branches as departments of science, and to secure facility and power in specially important subjects, as Science, Drawing, and Elocution.

(2) Here, as in the Albany Normal School, the Faculty, in all their teaching, keep constantly in view the fact that they are teaching those who intend to become teachers. Every Professor endeavours to be—not by occasional teaching merely—but especially by the example set in his own daily teaching—a teacher of Didactics. Hence the students are trained in the direction of philosophic methods of education, inasmuch as they are constantly subject to the influence of right methods of instruction and education.

(3) A course of instruction is given by Professor Brown on Psychology, with special reference to applications in education.

In addition to this course in Psychology, lessons are given by Principal Russell in the History of Education and Educational Methods, and in the practical and definite application of the principles of Education. From what I saw of these courses, and the practical, common sense way in which they were given, I have not the slightest doubt that they are of great value in the training of the teacher. The Socratic method followed by the Professors clearly revealed the intelligence of the students and the undoubted worth, in a professional point of view, of the educational psychology and history which the skill of the instructors made constantly interesting and profitable.

There is a special teacher of *methods*—a lady who appears to be thoroughly qualified for her task. This teacher of methods gives well digested lessons and practical illustrations of the best methods of teaching *Reading*, *Writing*, *Arithmetic*—in fact every branch which the student will afterwards be called upon to teach.

In addition to the work of practical instruction in the Normal School, there has been established an "apprenticeship" scheme—by which the teachers-in-training make systematic observation and are afforded practice in actual teaching in the City Schools. After being one year in the Normal School, the student is allowed to go into one of the Public Schools of the city to observe the work and methods of the teacher in that school; to take part in the instruction, management and general work of the school under the

direction and supervision of the regular teacher. Only *one student* at a time is assigned to any one teacher ; but each student serves in at least *two* grades of schools in the course of his term of practical training, the duration of which is half a school year. After finishing his apprenticeship, the student resumes his course at the Normal School, spending another year there before receiving his diploma.

During the period of apprenticeship, four days of each week are given by the "apprentices" to this work of observation and practice. One day of the week they spend in the Normal School, not in the ordinary work of the institution, but in the following way: They hold such consultation with the Faculty, and make such use of books, as may be most helpful to them in their immediate work as "apprentices." They make informal statements to the Normal School students of such facts of their experience—concerning methods of teaching, cases of discipline, etc., as it may benefit the other students to hear and consider—keeping in mind always, the private character of the daily life of the school in which they are serving their apprenticeship.

Each "apprentice" keeps a diary of the occupation and experience of every day's service, and this record is inspected by the faculty of the Normal School.

The regular teacher under whose supervision the "apprentice" is placed, makes a report on the following points on the "apprentice's" conduct and works :—

Times late ; times tardy ; power of control ; skill in questioning ; skill in explaining and illustrating ; enthusiasm ; bearing ; traits of general excellence—weakness or deficiency.

This system of apprenticeship, which has been established instead of the usual *Model* School practice, is said to work very well. Students are found to "derive from their experience a fresh interest in their chosen work. They realize the practical bearings of the principles and methods they have studied ; they acquire the courage of having done the thing before ;" they test and see tested their remedies for the school troubles, inattention, disobedience and the like, in the actual life of the schoolroom, and, generally they acquire a practical knowledge of organization, government, etc., that is of great use to them at the critical period, when they must take charge of their first school.

The government of this Normal School is excellent. There is no tyranny ; the students are educated to self-government ; he only can govern others who has learned to govern himself. The most kindly relations appear to subsist between the students and the various Professors and teachers ; there is the freedom of social intercourse tempered with the affection and respect on the part of the pupils, which seems to spring from a profound conviction that the commanding aim of the instructors is the highest possible culture of the students, physical, intellectual, moral and professional.

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3. State Normal School, Farmingham, Mass.

Staff.—Principal, Miss Ellen Hyde ; nine assistants.

This school is for girls only. Its design, course of study, and terms of admission are the same as for the State Normal School at Worcester. The branches prescribed to be taught in the Public Schools are made the principal subjects of teaching ; while the higher branches afford the means for a more general culture as well as a more thorough mastery of the elementary work.

Even if the students enter with a fair knowledge of the High School "studies," a review of these subjects is deemed necessary in view of scientific accuracy and the attainment of right methods of teaching. If the subject be, *e.g.*, the fundamental rules of arithmetic, the class, with the subject fresh in their minds, are led to consider what are the best methods of teaching addition, etc., to *children ;* and are required to give under the direction of an experienced teacher, a series of lessons adapted to the grade of schools in which these elements are to be taught.

So with reading. An accomplished teacher of elocution instructs her class exactly how to produce the various sounds used in speaking, and how to correct lisping, stammering, slovenly articulation, etc., which are so common in the schools ; and each member

of the class is required to make practical use of what she has learned ; and her work is criticised and corrected till she can acquit herself well.

A knowledge of the principles of psychology is deemed essential as the foundation of all true teaching.

During the last term of the course the students, having finished the elementary work of the course, and having acquired some of the principles of mental science, enter upona more connected study of principles and methods of teaching, in which they are led to consider as fully as possible all practical questions which are likely to present themselves in the work of the Public Schools.

There is a Model (or Training) School in connection with the Normal School, in which experienced teachers are constantly illustrating the best methods of teaching and governing.

During the last term of the course, every Normal School student has constant opportunity for observation in this school, and teaches in it as assistant for a period of from *three* to *ten* weeks, subject to constant criticism and suggestion.

There is a Boarding Hall in connection with the Normal School, in which very comfortable accomodations, etc., are provided at the rate of $3.75 per week. The boarding-house is well situated, and is pleasant, commodious and comfortable in every respect.

The Principal and some of the assistant teachers reside in the boarding house, and everything is made as home-like as possible.

From personal observation I have not the slightest doubt of the beneficial influence of this arrangement on the morals, manners, and general social culture of the students.

I am of opinion that the work in this Institution, in both the Training and Academic department, is well done. The regular teachers in the Model (or Training) School appear to me to be accomplished teachers ; while the lessons given by the Normal School teachers were excellent.

Strict attention is paid to *Drawing*, *Music*, *Reading*, *Elocution*, and *Experimental Science*.

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4. State Normal School, Bridgewater, Mass.

174 Students: Gentlemen 50 ; Ladies 124.

Staff.—Principal, Albert G. Boyden, M.A. ; eight assistant professors and teachers.

General and professional education carried on together.

Literary course, same as in the other Normal schools (Worcester), the object being to make the student as far as possible an educator, to give him a definite idea of the true objects, the principles, and the methods of education, a thorough knowledge of the subjects he will need to teach, with such a degree of skill in the application of these principles and this knowledge, as will enable him to organize and control his own school, and to educate his pupils.

All lessons are conducted on the topical plan. The object, or subject, is presented as a whole, next its parts, then the relation of the parts. The topics for the study of an object or subject are arranged in the natural order. The lessons analytically arranged are assigned to the class, showing them what to study and in what order, and each topic is taught to the class at the time the lesson is assigned so far as is necessary to teach them how to study it, so as to be able to teach or present it to a class. But nothing is done for the pupil which he can do for himself.

After preparation, the class are thoroughly examined upon the lesson. The outline of topics is first stated, to present the lesson as a whole. The topics are then taught to the class by different pupils, the class and the teacher (Professor) criticising the teaching ; or the pupil presents the topic to the class, other pupils and the teacher make additions, and the class and teacher (Professor) criticise the presentation. After the teaching or presenting, the Professor thoroughly questions the class on all the important points of the lesson.

Each day a review of the preceding lesson is made, in its outline and main points, to

fix the facts in the mind by repetition, and to connect the topics with the lesson of the day. Each main division of a subject is reviewed in its outline and main topics to teach the relation of the topics.

The subject as a whole is reviewed, before leaving it in its outline and main points, to teach all the parts in their relations.

The teaching of the topics by the pupils, seems the most thorough preparation of the lesson; for the pupil must *(a)* know the subject, *(b)* the logical arrangement of it, and *(c)* how to teach it. If he does not know these three things, he must fail. It gives the pupil command of himself, makes him self-reliant, and develops his individuality.

Students are educated to govern themselves, and to refrain voluntarily from all improprieties of conduct. Those who are unwilling to conform cheerfully to the known wishes of the Principal and his assistants are presumed to be unfit to become teachers. Here again the underlying principle is, they only can govern others who have learned to govern themselves.

There is now a Training (Model) School, one of the town schools in which the Normal School students make observations, and have some practice in teaching. The appliances for the teaching of science are excellent. There are two fine chemical laboratories for teaching and learning the subject, elementary and advanced, according to the best modern ideas; there is one room for the Professor's use, and a larger one in which a number of pupils can work at once, each pupil manipulating the apparatus and dealing with the substances which he studies.

There are also two physical laboratories in which the subject of physics is taught experimentally. Each pupil prepares the apparatus, performs the experiments, observes and records his experiments

The advanced class (taking the four years' course) do work in Qualitative Analysis, and in Quantitative Analysis.

I saw the students, in both the ordinary and advanced courses, at work and was satisfied of the excellence of the methods pursued.

The pupils are taught especially how to construct their own apparatus, largely from common and cheap objects. In fact the whole course and the tendency of the teaching cannot fail to make the student thoroughly master of the elements of these sciences, and skilled in giving oral instruction to the children of the schools.

There is a very pleasant and commodious boarding-house on the school premises. Two students occupy one room. Each room has two closets, is carpeted, supplied with the requisite furniture, heated by steam, lighted by gas, and thoroughly ventilated. The boarding-house is in charge of the Principal, who, with his family, resides in the house, and is in fact the head of a large, well governed and quite refined family.

The boarding-house was built and furnished by the State, which appropriated in 1869, $25,000, for the erection of a boarding hall to accommodate sixty students; in 1874, this was enlarged at a cost of $13,600. I believe the erection of this hall by the State, was regarded at the outset, as an experiment; there can be no doubt of the success of the experiment. Principal Boyden regards its erection and equipment as the most important event in the history of the school. It has been the indispensable condition of its growth in numbers; it has increased and improved the amount of the work done by the pupils, and has been decidedly beneficial to the health, manners, and morals of the students.

The boarders are to pay the current expenses, making the cost of board to each student about $4 per week.

I consider this boarding arrangement an excellent feature in this Normal School. It is an infinitely better plan than the no-plan system of permitting the students to find "homes," in cheap boarding-houses where too often little is to be seen or felt of the salutary influences of a refined home, and where the powerful character-forming influence of a kind yet firm and authoritative supervision has no place. I had the great pleasure of witnessing to some extent, the inner workings of this home life, and I have not the slightest doubt that the high tone of the school, the general culture and refinement of the students, their order, discipline, and enthusiasm, were in no slight degree to be attributed to the home life in the boarding hall.

5. City Normal School, Boston.

A Really "Professional" School.

Staff.—Dr. Dunton, Principal. Three assistants besides the teachers of Drawing and Music.

The Boston Normal School has been established for the purpose of giving professional instruction and training to young women who intend to become teachers in the Public Schools of Boston. It is the only school that I have visited whose teaching power is almost exclusively confined to the professional training of teachers. It is, therefore, the only one which is really similar to what our own Normal Schools have become since the separation of the general (or academic) from the strictly professional course.

All students who enter this Institution must have completed the course of study in the Boston High Schools—must present a certificate that they have completed the course. This "academic" course embraces the following subjects:—Composition, Rhetoric, English Literature, Ancient, Mediæval and Modern History, Civil Government, Botany, Zoology, Anatomy and Physiology, Chemistry, Physics, Astronomy, Arithmetic, including the *Metric* system, Algebra, Geometry, Trigonometry, Vocal Music, Drawing, Latin, or French, or German.

Candidates who have not completed the fourth year in the Boston High Schools must pass an examination in the above course or its equivalent.

Eighteen years is the minimum age for admission.

The professional work of the school the Principal groups under the five following heads:—(1) Physiology and Hygiene, (2) Psychology, (3) Special Reviews, (4) Methods of Instruction, (5) Teaching under criticism (with observation in the Training School).

The pupils, of course, study these subjects during the High School course before entering the Normal School. But the subject is taken up again in the Normal School (as in ours) with special refcrence to the work of the Teacher.

The limits of the powers of children, the physical condition of effective mental action, and the conditions of growth and health, the necessity for rest, air, sleep, and the means of securing these, the means of guarding children against draughts of cold air, against excessive heat, etc., etc., all these and many other details are considered and discussed for a special purpose, giving to the student a special knowledge acquired for application to a particular calling. It is justly assumed that physical education is of paramount importance—that the *corpus sanum* is a necessary condition of the *mens sana*.

The study of Psychology is considered essential; the laws of mind as those of body must be known. It is mere assertion to say that there is no science of Education, because the principles of Psychology, which must underlie the science of Education, are not fully known or settled. But we have a science of Chemistry, etc., though all the principles are not fully settled. Certain principles of Psychology have been settled, as in Physiology, and, so far as these are known, we have a foundation for a philosophy which is capable of being studied and taught.

The usual course is followed of treating the subject under the three heads:—Intellect, Sensibilities, Will. *Intellect:* Presentative, Representative, and Reflective faculties—in this their order of development.

The study of the sensibilities includes their classification, the circumstances under which they rise, and their dependence upon the action of the intellect.

The study of the will includes an appeal to consciousness for a knowledge of its nature, and an enquiry into the conditions of its activity, the uniformity of its action under given circumstances, its freedom, and the means of its cultivation.

It is considered necessary to study the subject throughout with special reference to principles of teaching and government. It is studied both objectively and subjectively. The attention of the students is turned in upon their own minds for a knowledge of mind in action, and then directed to the study of children for the signs of mind in action.

A course of logic is taken by the teachers in training.

Moral Philosophy, too, in its bearing upon the qualifications of the teacher, and its applications to the development of the child's moral nature.

Some of the following leading principles deducible from the study of mind are made prominent in the professional instruction of the students :—

1. (1) The object of Education is the harmonious development of all the powers, and the acquisition of knowledge.

2. Conduct is controlled through the will, the will through the feelings, and the feelings through the intellect.

3. The mental faculties are strengthened through exercise.

4. *Presentation* precedes *Representation*, and Representation precedes Thought.

5. The mind is made to know by the presence of objects of knowledge.

6. The preceptive powers should be educated first : *(a)* In Education as a whole ; *(b)* In each branch of study.

7. *Ideas* should *precede* words : (*a*) Things before names ; (*b*) Thoughts before sentences ; (*c*) Knowledge before definitions.

8. Instruction should proceed from the known to the unknown : (*a*) From the simple to the complex ; (*b*) From the concrete to the abstract ; (*c*) From the facts to principles.

9. Memory is best cultivated by learning with attention, repeating with frequency, and expressing with accuracy ; (*a*) Learn in the order in which you would recall ; (*b*) Recite thoughtfully ; (*c*) Tell the exact truth.

10. Thinking should, as far as possible, be done by the pupils.

11. Processes of education are generally incomplete till thinking is followed by doing.

In the discussion of each of these principles two things are kept especially prominent, their relation to Psychology on the one hand, and their relation to methods on the other ; the one in proof of its validity, the other in proof of its use.

Another branch of work in the Normal School is a Special Review of Arithmetic, Grammar, Geography, etc., subjects which the Normal School graduates will be called to teach in the exercise of their duties as teachers. These reviews, the importance of which is frequently overlooked, are regarded as indispensable. A subject may have been well learned during the student's previous (academic) course, but in order to teach it well he must know something more about it. His knowledge must be re-examined ; it must be analyzed into its elements ; and the logical dependence of these elements upon one another must be clearly seen. This critical, this pedagogical examination of a subject is not possible, perhaps not expedient, in the first mastery of it, but it is a necessary condition of the thorough teaching of any subject. Besides, many of the Normal School students learned the common branches when they were too young to acquire so thorough a grasp of a subject as every true teacher ought to possess, and thus their first and necessarily less thorough study of a subject needs to be supplemented by a later and deeper one.

Students are made thoroughly well acquainted with the most approved methods of teaching the different subjects of the school course. The lessons given in this department by the several "teachers of method" are simple, practical, yet thoroughly philosophical in character, and seemed to me eminently calculated to put the students in possession of a knowledge and experience which would render it impossible for them to perpetuate those serious blunderings in the training of children which surely mark the career of the untrained teacher.

Observation and Practice.—The principles of education cannot be fully mastered, especially in their relation to methods, unless illustrated by their application ; and this can be done only where they are practised. To this end the teachers, in training, make observations, and are afforded a good deal of practice in the excellent Training School which is connected with the Normal School. There is systematic training in this direction. A series of exercises is laid out in advance, beginning with the observation of the work of the regular teachers, and ending with the independent preparation and giving of lessons by the Normal School students. They are taught to observe—they cannot escape, even if they would, with a mere looking on. All their powers are concentrated in the

work of observing, because, at first, they are required to report just what they see and hear in the lesson given by the regular teacher, then later on, they must endeavour to ascertain the teacher's object and plan. Their teaching is all done under the eye of the regular teachers of the classes, or of the Normal School instructors (one or more). There is, I mean, always one, at least, of the Normal School teachers present during the "training" lesson. By this arrangement errors in method and violations of principles are at once brought to their attention, and the means of correction pointed out. The experience thus gained is real experience. There may be an unintelligent experience, an experience which comes from the ceaseless repetition of wrong methods, which is, in fact, worse than no "experience." But experience gained while teaching under wise criticism is something really worthy of the name.

Training Exercises.—One section class of the Normal School students, accompanied by a Normal School teacher, visit a class in the Training School daily, witness the regular work of the room twenty or thirty minutes, return and report orally to the teacher accompanying them. This report is merely an orderly statement of what is done and said in the room visited, their teacher making the statement complete and calling attention to points of excellence, etc.

These visits are made at the same hour on successive days, so that the same lesson is seen each day during the week. So far the other section Normal School pupils teach classes from the Training School, following the regular programme of the division (or grade) from which the children come.

One set section (of Normal School pupils) teach a class of twelve children twenty or thirty minutes daily, under the direction of one of the Normal teachers, the same subject being taught at the same hour to the same pupils for a week. After the teaching, the remainder of the hour is devoted to criticisms by the Normal pupils and their teacher. Special preparation for these lessons is made at another hour. The other section of the Normal School pupils do the same under the direction of another Normal School teacher.

Observing and reporting single lessons given in Training Schools. This is a repetition of exercise.

(1) Observing the work of a Division (or grade) two whole days.

One section of the Normal School pupils is distributed through the "Grammar" Department of the Training School, three or four being sent to a room, They remain in the same room two entire days. The first day each pupil (Normal School) reports the programme of the room in which the observations are made; the second day, the programme and one lesson are reported. The report of the lesson shows (1) the object of the lesson; and (2) the steps by which this object was gained, as the student gathered them from observation.

The next two days the second section does the same. The Normal School teachers attend their pupils as far as practicable during this work.

Teaching before the class.—This is a repetition of Exercise (2), that is, teaching before the Normal class. A class of pupils being brought in from the Training School.

Teaching in the Training School.—One section of the Normal School pupils is sent to the Training School, two pupils to a room, to remain till recess every day for a week. One of these two pupils teaches one lesson each day, the same subject being carried through the week; the other section observes and conducts physical exercises. After recess the pupils (Normal School) change grade, those in the Grammar Department going to the Primary School, and conversely. The pupils who taught before recess observe and conduct physical exercises, and the others teach, following the same subjects for a week. The Second section do similar work the next week. The Normal teachers inspect the Normal School pupils while at their work, and assist them in preparing the lessons they are to teach. The Training School teachers report on the work of the Normal School students.

Teaching before the Class.—This is a repetition of Exercise No. 2, and affords a test of the progress of the Normal School students, their gain in power, etc.

Observing and Teaching in the Public Schools.—The students of one section spend a

week in the lower grades of the Public Schools—one pupil in a room—the room being selected by the Principal of the school. The student (Normal School) is under the direction and supervision of the regular teachers and does as much work in teaching, caring for the children, etc., as the regular teachers can reasonably allow. The Normal School Teachers visit each teacher-in-training during the week to witness the work of the student. At the end of the week the Principal of the school, after consultation with the teacher who has had the oversight of the student-teacher, reports to the Principal of the Normal School.

The next week the second section does similar work. This exercise is regarded by Dr. Dunton as a most valuable one.

Model Lessons in Teaching.—All the Normal School students go to the Primary School for an hour and a quarter every day for three weeks, to witness Model Lessons in teaching, and for criticisms of these lessons. Some of the lessons are given by the Faculty of the Normal School and some by the Normal School students—one lesson every day by each. About half the time is spent in teaching and half in criticism. These exercises are considered of great value as illustrating principles of government and teaching.

I spent about three days in this Normal School, noting some of the preceding "Exercises," and the work done by the teachers of *methods*, as well as the Lectures on Psychology, etc., by the Principal, Dr. Dunton.

Music, Drawing, Blackboard illustrations, occupy a prominent place. And I should judge that every student graduated leaves this institution with no small degree of power in blackboard illustration, etc.

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6. State Normal School, New Britain, Conn.

150 Students—both sexes.

Staff.—J. N. Carleton, M.A., Principal; and eight Assistants, Professors and Teachers.

It is not necessary to give a detailed statement of the work of this Institution, as the course of study, methods pursued, etc., are very similar to those of the Massachusetts Normal Schools. The course extends over two years—each year being divided into two terms of nineteen weeks each. As in the Massachusetts Normal Schools there is sound practical instruction in Psychology, and its applications in Education, (by Principal Carleton,) and particular attention is given to Drawing, Elocution and Practical Science. The Academic training and the Professional go on together.

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7. City Normal College, New York.

For Girls only.

Staff.—Dr. Thomas Hunter, President; and about 30 Assistant Professors and Tutors.

Average attendance of students (1880) 1,250.

There is a large Training school in connection with the College.

The course of study, until recently, extended through a period of three years. A four years' course is now required for graduation. The subjects studied are:—Latin, French, Grammar, English, Algebra, Geometry, History, Drawing, Music, Physics, Botany, Conic Sections, Physiology, Higher Arithmetic, Astronomy, Methods of Teaching, Mental Philosophy, Physical Geography Ethics.

Candidates for admission are supposed to have passsed through the "Grammar" Department of the Public Schools. They are examined in Arithmetic, Algebra, Geo-

graphy, Grammar, History, Spelling, Drawing. Each candidate is required to obtain a minimum of 75 per cent. in every subject.

I do not think it necessary to give a detailed statement of what I was permitted to observe in this Institution. It is a large High School with a Training School attached; the professional work seems to be an altogether secondary thing—the principal object being to carry the student through a fair literary course.

II. and III. Secondary Education, Intermediate and Primary Education.

Having spent a good deal of time in inquiring into the working of the Normal Schools, I had but comparatively little time for the investigation of Secondary and Primary Education.

However, I visited several Representative High Schools in New York, Massachusetts, and Connecticut; and inspected some of the best Public Schools in the cities of Albany, Worcester, Boston and New York. I shall have some remarks to make under these heads, in the concluding part of this Report. Meantime I give the course of study in some of the best High Schools.

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1. Worcester High School.

Course of study.

The course extends through a period of four or five years, and embraces the following studies:—

Latin.—Grammar and Composition. Cæsar, Ovid, Virgil and Cicero.

Greek.—Grammar and Composition. Anabasis, Homer, Herodotus.

Algebra.—Grammar, Chemistry, Physics, Botany, Physiology, Geology, English Grammar, Literature, Composition, and Rhetoric, French, German, Astronomy, Political Economy, and Civil Government, Music, and Drawing. The course was originally four years—a fifth year has been added to meet the special needs of those who intend to take a college course.

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2. Albany High School.

Course of Study.

ENGLISH COURSE.

First Year.—Algebra; English Grammar and Analysis; Physical Geography.

Second Year.—Geometry; Natural Philosophy; Rhetoric; Zoology; Critical Reading—Milton.

Junior Year.—Trigonometry; Outlines of History; English Literature; Chemistry; Geology; Botany commenced.

Senior Year.—Mental Science; Moral Science; Surveying; Astronomy; Botany completed; Political Economy; Book-Keeping and Commercial Arithmetic.

CLASSICAL COURSE.

First Year.—Latin Grammar and Reader; Ancient History—Rome; Physical Geography; Algebra.

Second Year.—Cæsar ; Greek Grammar and Reader ; Ancient History—Greece ; Geometry.

Junior Year.—Virgil ; Anabasis ; Mediæval History ; Latin Prose Composition.

Senior Year.—Cicero ; Greek Prose Composition ; Homer—Iliad ; Book-Keeping and Commercial Arithmetic.

LATIN–ENGLISH COURSE.

First Year.—Algebra ; Latin Grammar and Reader ; Ancient History—Rome ; Physical Geography.

Second Year.—Geometry ; Zoology ; Natural Philosophy ; Cæsar.

Junior Year.—English Literature ; Ancient History ; Chemistry ; Virgil.

Senior Year.—Mental Philosophy ; Moral Philosophy ; Political Economy ; Cicero ; Book-Keeping and Commercial Arithmetic.

The above is only an outline of the course of study, but is sufficient to enable students to make a choice. In addition to the branches of study specified above, general exercises, including Reading, Spelling, Penmanship, Declamation or Select Readings, and Composition, are required of the whole school. Each course is so arranged as to require of each pupil three recitations daily. After the first year French or German may be added, at the option of the student.

CHOICE OF COURSE OF STUDY.

On entering the High School, scholars are expected to select the course of study which each wishes to pursue. It is important that this subject be carefully considered before the choice is made, as, from considerations of advantage to the student, as well as from a proper regard for the system and discipline of the Institution, when once commenced, the same course must be continued as long as the student remains in the Institution, unless adequate reason for changing can be presented to the Committee on the High School. The choice is to be made by the parent or guardian, or submitted by them to the judgment of the Faculty.

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3. New Britain High School, Conn.

Course of Study.—(a) General Course.

Junior Class.	Summer,	Arithmetic,	Physiology,	Latin or German.
	Fall,	Algebra,	Physical Geography,	do
	Winter,	do	Book Keeping,	do
Second Middle Class.	Summer,	Algebra,	Botany,	Latin or Grammar.
	Fall,	do	Nat. Philosophy,	do
	Winter,	Geometry,	do	do
First Middle Class.	Summer,	Geometry,	Nat. Philosophy,	Latin, German or French.
	Fall,	do	do and Chemistry,	do
	Winter,	Astronomy,	Chemistry,	do
Senior Class.	Summer,	Astronomy,	English Literature,	Latin, German or French.
	Fall,	Geology,	Mediæval and Modern History,	do
	Winter,	do	Modern History,	do

Pupils preparing for a Scientific Department at College take an advanced course in Mathematics, in place of Astronomy and Geology.

(b) Classical Course.

Junior Class.	Summer,	Mathematics,	Physiology,	Latin Reader.
	Fall,	as in the	Physical Geography,	do
	Winter,	Gen. Course,	Book Keeping,	do
Second Middle Class.	Summer,	Mathematics,	Botany,	Cæsar and Latin Prose Composition.
	Fall,	as in the	Greek Lessons,	do
	Winter,	Gen. Course,	do	do
First Middle Class.	Summer,	Geometry,	Anabasis and Greek Prose Composition,	Cicero and Latin Prose Composition.
	Fall,	do	do	do
	Winter,	Trigonometry or Latin,	do	do
Senior Class.	Summer,	English Literature,	Anabasis and Greek Prose Composition,	Virgil and Latin Prose Composition.
	Fall,	Latin and	Iliad,	do
	Winter,	Mathematics,	do	do

Summer, Review of Studies.

The classes in each course have exercises in Reading twice a week, in Composition, Singing and in Drawing or Penmanship weekly, in Spelling daily.

Opportunity is also given for a review of Arithmetic, Geography, English Grammar and the Study of History by weekly recitations in the successive classes.

Exercises in Reading and Declamation alternate with meetings of the Debating Society on Wednesday afternoon from three to four o'clock.

Part II.—General Discussion.

1. Normal Schools.

Under this head I was directed to note

(1) Relation of Professional to General (or Academic) Training.
(2) Pyschology and Principles of Education, how far taught, etc.
(3) Practical application of these.
(4) Details of courses in Normal Schools.
(5) All points that might be of use in Improving our own System of Training.

I shall consider these in order—

(1) *Relation of Professional to General Training.*

The necessity of professional training for teachers (in all grades of schools) is universally admitted. The work of the teacher is no longer regarded as of so simple and easy a character that it may be entrusted to any man who possesses a mere smattering of the elements of learning—or that knowledge however varied and thorough, is alone sufficient to qualify a man for the most important of all callings.

Massachusetts has six Normal Schools,—besides the "Normal Art School"—and New York has *nine*.

The *Boston Normal School* is the only one that illustrates Minister Crooks' idea of the true function of a Normal School, viz., that of giving professional training *alone*.

In all the others, the professional and the academic training are carried on together. But there is a general consensus of opinion amongst the educators whom I met, that under certain conditions, not at present perhaps practicable with them, but certainly

feasible with us—Normal Schools can be confined to their true function. These conditions will be specified a little further on.

The arguments that some have advanced in support of the opposite view, viz : That Normal Schools should give the entire training, professional and academic, are in substance the following :—

(*a*) The student receives more thorough and systematic drill—acquires wider and sounder scholarship—and generally, a higher intellectual culture ; *because* : (1) The Normal School Masters are generally abler men than the Masters of High and Grammar Schools ; and (2) They have the students for a longer time under instruction than when the Normal Schools are confined to a merely professional course.

(*b*) Better *professional training* is given—because : (1) All Normal Masters keep constantly in view the fact that they are instructing those who are going to teach, and direct their teaching accordingly, making every lesson—so far as aim, method, and principles are concerned—a model lesson for the student. (2) Not only is every lesson by every Professor a practical lesson in didactics, but the Professors have a longer time and larger opportunities of giving practical effect to their instructions in the science and art of teaching. (3) The student has time and opportunity, by observation and practice in the training schools, to acquire an intelligent experience and considerable skill in practically applying the principles and methods he has been taught. He learns to *do by doing;* not by being *told how* to do ; and (4) The Professors are themselves trained teachers as those who teach *teachers* ought to be ; so that by long training under accomplished teachers, students become inspired with the very spirit of the true teacher.

(*c*) The separation of the professional from the academic course cannot be successful because :

(1) A teacher will teach as he has been taught, and not as he has been *told* how to teach. If a teacher has himself been badly taught in the Public School and in the High School where he has received his general education, a brief session at a Normal School will not free him from the bad habits he has acquired, and send him out an earnest and intelligent follower of methods which he has indeed heard about, but which have not become his own by education and training : (2) And, it is alleged, this imperfect teaching in the schools which undertake the work of general education, is a fact. The teaching is superficial—the tendency is to cram ; students are not taught to explain the reasons of processes, to enquire *why* and *wherefore*, etc.

(*d*) Higher general culture is secured. There is longer intercourse with Professors. Professors have the opportunity of studying the characters of their students, noting their defects as well as traits of excellence—and of paying special attention to morals and manners, and all that tends to the higher culture.

(*e*) Not only is there more thorough drill in the various branches of the course but the knowledge acquired is more *scientific*—it is knowledge methodized ; the student is put in thorough possession of what he knows, and of an independent power of application—and this in addition to how to teach. While in being taught, on the other hand, in the ordinary High and Grammar Schools whose work it is to educate pupils of less power and maturity of mind, this result is impossible, and undesirable even if it *were* possible.

Now it may be admitted that if the work of national education could be carried on regardless of expense, it might be well—it would probably be better that the Normal Schools should give the entire education of the Teacher—general as well as professional. But the expense entailed by this system would be enormous. Even with the liberal provision which Massachusetts makes for the training of teachers, only about 200 graduates annually, come from her Normal Schools, and only about 26 per cent. of her teachers have received a Normal School training ; and in New York State the current expenses alone of the Normal Schools amounted to $185,000 in 1880, while the number of graduates was only 271. Of the upwards of 30,000 teachers in the State only about 1,200 hold Normal School Certificates.

(*a*) As a matter of economy, therefore, it becomes imperative to separate the general from the professional training, and to make the latter the *chief* business of the Normal Schools. Besides, since the High Schools, etc., are established to give a sound general education, it is a reckless waste of public money to maintain Normal

Schools to do the same work. And here is the sufficient answer to most of the reasons that have been advanced *against* the separation of the two course of training ; if the High Schools are *not* efficient—if they are too weak to impart sound knowledge, and that by rational methods—make them what they ought to be. The State has the power to make them what they ought to be—*capable of giving thorough knowledge by rational methods.*

(*b*) By this arrangement the Professors in the Normal Schools can, in a session of reasonable length, give more time to purely professional work, while not neglecting the supplementing and methodizing of the students knowledge. The *teaching power* of the Institution is employed to turn out *trained teachers.*

(*c*) The energies of the student are concentrated in the effort to acquire the science and art of education, to learn how to acquire knowledge and how to impart it to others with the best educational effects—not the *matter* of *instruction* but *man* and the *methods* by which the *matter* can be applied in the education of *man*, are the prime objects of his study. This *undivided* attention to one great object is of the highest importance. If a student is ignorant of a subject, his all-absorbing aim is to get possession of the subject ; and just then he has but little power to bestow on the philosophy of method, whether given by precept or example. When I saw students wrestling with facts of "Square Measure," the principles of the "Square Root" and the solution of a simple equation, under the direction of accomplished Normal School instructors, the conviction was forced upon me that such knowledge might have been acquired in less expensive schools, and that the power of the masters might have been employed to better advantage in giving strictly professional lessons.

(*d*) *Reviews* are indeed necessary, but in addition to strictly professional training in methods, etc., there can be thorough reviews of all the subjects of the general course, especially those which the student will be called upon to teach, with a view (1) to supplement his knowledge of the more important branches, and (2) to methodize his knowledge, give it scientific value. (See description of "Reviews" in my account of the Boston Normal School.) This is admitted to be necessary if the best results in professional training are to be reached.

(*e*) If the previous academic training has been thorough the student brings greater intelligence and power to the study of man and method. There is a foundation to build upon ; you cannot professionally train the illiterate and the unintelligent. Of course the Normal School which has an exceptionally long course, may lay this foundation before proceeding with the strictly professional work. But a student who has taken a full course in a good High School and afterwards spent one year in a Normal School which is confined, in the main, to giving professional training, will prove a better trained teacher, than if he had received his entire training in two years' (the usual length of course) Normal School course.

Conditions necessary.—As already intimated, the foregoing reasons assume that candidates for a strictly professional training should have a thorough knowledge of all the leading branches of the school curriculum, and that this knowledge should have been acquired under the influence of the best educational methods. It must be at once admitted that if candidates for the profession have been the subjects of long years of bad teaching—bad teaching in the Primary School and bad teaching in the High School, a brief Normal School course, a brief discussion of methods and principles, even with some desultory observation and practice in a training-school, will not avail to correct the inveterate habits which have been the steady growth of years. The student learned to do by doing wrong, and no amount of telling of a "better way," will lead him to forsake the beaten and familiar path. It is, therefore, absolutely necessary that the general education should be obtained under trained teachers. The teachers of our teachers must themselves be trained men. It is not necessary to enlarge upon this point here. But in my Annual Report I shall attempt to show :—

(1) That the teachers in Secondary High Schools equally with those in Primary Schools, ought to be professionally trained ; and

(2) That this is of vital importance in our system which requires the High Schools to educate our teachers.

Another necessary condition of success is that the course of professional training in the Normal Schools should be of sufficient length to enable them to do well the important work they are designed to accomplish.

In the Boston Normal School, which is concerned with strictly professional work, the length of the course is one school year, and Dr. Dunton the Principal tells me that, if it were practicable, he would prefer a still longer term of training in view of the work to be accomplished. If the work of the Normal School is to be at all satisfactory, there must be sufficient time:—

(1) For a methodical review, with the object of securing scientific unity of the branches which the student has learned. (See under Boston Normal School.) This will also improve the student's knowledge of subjects in which his general education may have been defective.

(2) For a fair education in special branches which may not have been taught at all, or taught very imperfectly in the High Schools, as, *e.g.*, Drawing, Music, etc.

(3) For sound instruction in Mental Science and Ethics in their application to intellectual and moral education, methods founded on principles.

(4) For intelligent observation and practice in the Model or training school, in order that the student may acquire, as far as possible, skill in the application of the principles he is being taught day by day.

(5) For the eradication of bad habits of study, of acquisition and other consequences of imperfect training, and the substitution of better methods of acquiring and assimilating knowledge.

(6) For the general culture which comes from the silent, yet powerful influence of daily intercourse with strong and cultivated men.

It is beyond question, therefor, that the proposal of the Hon. the Minister of Education, to lengthen our Normal School course is a step in the right direction, is in fact essential to secure the desired results.

Under these conditions I have no doubt that the plan of separating the Academic from the Professional course can be made entirely successful. The Boston Normal School affords a satisfactory example of this. Some of the best teaching, I had the pleasure of witnessing during my visit, I might say some of the best I ever saw was done by graduates of this school. They had been subject to a long course of training in the City Public Schools, this had been followed by a full course of four years in the High Schools, and this again, by one year's sound professional training, under earnest and capable teachers. The results were eminently good. Nature, indeed, had contributed something to these results, for *nascitur non fit* which is so often applied to the true poet, may at least in a measure, be affirmed of the true teacher. Here was natural aptitude trained to high perfection. The teacher had learned to play on the "harp by playing on the harp," but evidently every touch of her finger had been directed by one who was skilled on the instrument.

In the lowest Primary grade I saw lessons given in reading, number, colour, form, measure (the metric system), and all were given with the educative power of the true teacher. The fundamental maxims of education, from the concrete to the abstract, from the known to the unknown, from the idea to the word, from the thought to the expression, etc., which are often glibly repeated and as often mere dead vocables without a living influence, had entered thoroughly into the teachers conception of her work and spontaneously governed every act and element in her teaching. She did not "communicate" knowledge, she helped her pupils to acquire knowledge. She never did for the pupils what they could do for themselves, the development of their self-activity was her studied aim. She seemed to know exactly just what the pupils could do for themselves, and what they could not do, and with admirable tact led the little ones to recognize in the unknown that was before them, the familiar features of the known. She knew that self-exercise on the part of her pupils, was the necessary condition of the acquisition of knowledge, and the development of power; and therefore both the senses and the intellect were kept in constant activity, the children saw with their eyes, they heard with their ears, they wrought with their hands; and therefore they "understood with their hearts."

It is needless to say that the discipline was admirable, only under such teaching and

such a teacher could such discipline be secured. There was no lecturing or scolding, or threatening, or assuming of looks "severe and stern to view," even in the lowest primary class, the principle of self-government, was the grand power in discipline, the little ones has learned to govern themselves.

The manner of presenting the subject matter of the lessons was so interesting, and so thoroughly enlisted the self-active coöperation of the pupils, that there was no disposition for idleness. Order and interest, and attention were freely manifested by the pupils, because they seemed to feel instinctively, that without order and attention the many pleasant things which made their school hours so bright and joyous, would be lost to them.

The teacher never went beyond the "fatigue point" (as Bain calls it) in her lesson. At the end of each recitation, a brief time was allowed for relaxation. This freedom would have probably shocked the old school disciplinarian. Indeed I am not sure that the entire discipline would have been quite satisfactory to the martinet of the new school, whose ideas of order and attention are centred in the *rectilineal* attitude, the metallic rigidity of limb and feature, the staring look, and the death-like silence of the prison-house where "all the air a solemn stillness holds." Here were rather the graceful posture, the bright intelligent attention, the pleasant expectation of delightful things to come—the free, natural movement of the "little child yet glorious in the might of its Heaven-born freedom," but guided by the hand of Love along the pleasant ways that lead to strong and cultured life.

Under such teachings and surroundings as here prevailed, the children—I was not surprised to be informed—considered it a severe punishment to be kept away from school. If all our schools could be made like this, the question of truancy and compulsory attendance would be effectually settled, there would be no truants and none to be "compelled."

2. *Principles of Education.*

I have given in the first part of this report, a moderately full account of what is included under this head. In every school there is a Professor of Psychology and Ethics—who treats these subjects with special reference to the work of education; in most of the schools there is also a teacher of special methods—and thus the student is shown the best method of teaching from the very elements, every branch of the Public School course, arithmetic, reading, etc.

There is no attempt at metaphysics; but little time is spent over the unsolved, and perhaps unsolvable, problems of the *Campus Philosophorum*. But a knowledge of the different mental powers, the order of their development, and the conditions and modes of their right action, are unfolded in a simple and practical, yet thoroughly logical manner.

I saw a good deal of the kind of instruction given in this department, and I have no doubt of its high value in the professional training of teachers. I noticed that everywhere—Worcester, Boston, Bridgewater, New Britain—the students shewed a living interest, not to say enthusiasm, in the study of mind. I noticed too, that everywhere, they seemed to be profoundly impressed with the worth of the material on which the teacher has to operate, and with the far-reaching consequences of the teachers' work.

3. *Practical application*

of these principles in the work of education. See first part of this report. I shall merely recapitulate the principal points.

(*a*) Observation in the Training Schools—(1) Examination as to the results of observation—training to observe.

(2) Observation of the teaching—by Professors—of classes drafted from the Model School.

(3) Observation and discussion of one another's work in teaching—classes formed of teachers-in-training.

(4) Observation and discussion of the author's work in teaching classes from the Model School.

(*b*) Practice (1) under supervision and criticism with the Normal School class.

(2) Practice under criticism in connection with classes in the Model School.

(3) Practice and criticism thereon in connection with classes taken from the Model School into the Normal School.

(*c*) Apprenticeship (1) in the Model Schools.

(2) In the Public Schools—this has been described.

(*d*) *Methods.*—Professors teach and illustrate the best methods of instruction in every branch, for every age, and stage of development. The teachers of methods, in and by their own teaching, exhibit these methods. And the students have almost constant practice in the methods thus set before them.

4. *Details of Courses of Study.*

It will be seen from an examination of the first part of the report, that an extensive course of study is prescribed in those Normal Schools in which the general work is not separated from the academic. In all the schools, great prominence is given to Music, Drawing, Reading and Elocution, and Science.

Candidates for admission to the Boston Normal School are required to have *completed* the four years' course in the High School, which embraces the following subjects:—

English Grammar, Literature, Composition and Rhetoric, History (Ancient, Mediæval and Modern), Chemistry, Physics, Astronomy, Anatomy and Physiology, Botany, Zoology, Arithmetic, Algebra, Geometry, Trigonometry, Latin or French or German, Vocal Music and Drawing.

The course of study prescribed for the professional training is:—

Principles of Education, Methods of Instruction, Physiology and Hygiene, Natural Science, Language.—Elementary Studies, Music, Drawing, Observation and Practice in the Training School, and Observation and Practice in other Public Schools.

5. *Points deserving Special Notice.*

(*a*) *Drawing in the Schools.*—In Massachusetts, drawing is now considered essential in Elementary Education. In the eye of the law it is regarded as one of the "fundamental" branches, and Public School Teachers are to be qualified to teach it just as they are qualified to teach the "Three R's"—the "Industrial Drawing Act" of 1870, requiring that in future every child in schools supported by public taxes shall be taught to draw, and the "Normal Art School" was established to supply trained teachers of Industrial Drawing. The school law of New York, too, though less mandatory than that of Massachusetts, recognizes the necessity of Drawing in the Public Schools, as having an important bearing in the direction of industrial education. Indeed, throughout the entire Union, the teaching of Drawing to all classes of pupils is looked upon as of vital importance in the future development of education.

At a recent meeting of the National Association of School Superintendents, a resolution was unanimously adopted, affirming that Drawing should form one of the fundamental branches of study in all grades of schools.

Educationally, the object of drawing is to train the perceptive faculties and the imagination, thus developing a love of order and a taste for originality. *Practically*, it is to lay the foundation of taste and skill in the industrial occupations in which three-fourths of the pupils of the schools must find their employment.

I append an outline of the course in Drawing prescribed for the Primary Schools in Massachusetts—for pupils from five to eight years of age.

(*b*) *Science and Science Teaching.*—From the first part of this report it will be seen that science occupies a prominent place in the course of study for the Normal Schools—Ele-

mentary Chemistry, Botany and Physics receiving special attention. As I shall endeavour in my annual report to show the practical as well as intellectual value of these sciences, I need not now dwell upon the topic. It is enough to say that the vast majority of the pupils of the schools go out into one or another of the great industries; and that whether they become farmers or manufacturers, or miners, or mechanics, they are likely to encounter practical questions in which a knowledge of chemistry and physics will prove highly useful. Can these sciences, then, be taught in the schools?

I understand that the Minister of Education proposes to give greater prominence to science in the High and Normal Schools, with a view to render teachers largely independent of text-books, and capable of giving valuable oral instruction in science in the Public Schools.

From what I have observed I have no doubt that this plan is quite feasible. Our teachers can be trained to give such instruction; and without over-crowding the pupil, a place can be found for it in our Public Schools, if proper methods of teaching the "fundamental" branches are strictly followed.

The teaching of Chemistry and Physics in the Normal Schools I visited is in my opinion what it ought to be, and is attended with the best results.

(c) *Laboratory and Class-room Work go Hand in Hand.*—The student from the beginning experiments, observes, infers. And further: A prime object of the Professors is to make the student expert in constructing apparatus for himself out of the commonest materials. This is of the last importance. Costly apparatus is not needed for teaching the elements of these sciences; on the contrary it often happens that the humbler the apparatus the more effective the teaching. I saw students working; I saw them contriving their own apparatus; and noted with great satisfaction what a skilled teacher can do in cultivating in his students the art of getting along with what some would call make-shifts. Our teachers must be able to do this, if their oral instruction in the schools is to be worth anything. Teaching from books alone is worthless—there is no intellectual culture and no practical value in and through such "teaching," there is a cramming of "dead vocables," a *memoriter* repetition of words—this, and nothing more. As, therefore, the Public Schools cannot be provided with costly apparatus, this power of the teacher to improvise instruments for himself is indispensable.

As a distinguished American teacher has said, the student-teacher must be taught to construct for himself out of the simplest materials the instruments for his experiments—to make, for example, a pneumatic trough out of a wash-basin; an electrophorus from a tin-plate and some sealing wax; a galvanic battery with a few bits of wire, scraps of copper and zinc, and half a dozen tumblers.

To illustrate let me give a brief outline of a lecture by Prof. Osbun, of the Salem Normal School, which I heard him deliver before a Teachers' Institute in Rockland, near Boston. The lecture was entitled:—

Means and Methods in Elementary Physics.—The purpose of the lecture was twofold; (1) to show how to teach the subject; and (2) to show how the necessary apparatus might be contrived.

First:—This science (Physics), it was said, must certainly be taught by means of experiments, rather than by means of the text-book. He showed that the simple matter of experiment was worthy of very careful attention—claiming that every experiment might be divided into three distinct parts. The first part relates to that which the teacher or pupil does with the apparatus. A description of this for convenience might be called the experiment. The second part of an experiment relates to that which the pupil should see, or hear, or perceive in any way by the senses; this part is the observation. The third part of the experiment relates to that which the pupil is naturally led to think after seeing what was done with the apparatus and what happened; this part was called the Inference.

A few model exercises, which were printed on charts, illustrating these points were then exhibited. But in the second place:—

If Natural Philosophy is to be taught by means of experiment, of course apparatus will be required. This being the case, what shall the teacher do in the schools where

philosophical apparatus is not supplied? A consideration of this point was the second purpose of the lecture.

The speaker then exhibited a number of pieces of home-made apparatus—make-shifts if you will—which showed that teachers may find means about their houses, to illustrate according to the true experimental method, a good elementary course in Physics.

A pump made with a couple of spools and a lamp-chimney; a curious piece of apparatus for showing wave-motion, constructed with some bent pins stuck through a piece of paste-board, and made to revolve by a kind of crank; a telegraph made with a straw, a couple of screws and a little copper wire and a board; a galvanic battery made with a dinner plate and some pieces of metal immersed in a little weak acid; some chemical apparatus made with tobacco pipes joined to bottles, were examples of what may be done in a common country school.

If the teacher had not time to do all this work, he could call upon the boys and girls in his class, and this would be a sure means of arousing an interest in the science.

This illustrates the principal features in the Science teaching of the Normal Schools.

Of course the Science teachers of our Normal Schools do what they can in this direction; but hitherto the time at their disposal has been too short to allow the best results to be secured. Experimental teaching must have a place in our High Schools—the schools that now undertake to give our teachers a sound general education—then we may fairly expect the Science teachers of the Normal Schools to turn out skilled teachers of the elements of science. Meantime we must not expect them to perform impossibilities.

(*d*) *Time spent in General and Professional Training.*—The usual length of the High School course is four years; and the shortest Normal School course is two years—a good many students take the four years' course. The Americans are a progressive people—their inventive genius has become proverbial, but they have never been able to discover a royal road to learning, nor to invent a means of annihilating time as a necessary condition in producing culture. They have not in any State, I believe, devised a means of giving all the teachers of the Public Schools, a fair measure of professional training. So that many teachers are to be found with little scholarship and little skill in teaching. But the teachers whom they do educate and train professionally, in general, do credit to their training, and are worthy of their calling. And this is due to the fact above referred to—they consider that a long course of literary and professional training is indispensable to the turning out of really efficient teachers. I cannot now enlarge upon this point; but I have no doubt of its importance. I observed everywhere evidences of the good effects of a long course of training under able and enthusiastic teachers.

(*e*) *Boarding Halls in connection with Normal Schools.*—In the first part of my report I have referred to the boarding halls established in connection with the Massachusetts Normal Schools. The excellence of the results is beyond question. See remarks in general description of the schools I visited.

(*f*) *Teachers' Institutes.*—These are regarded as a most important element in educational work they are everywhere regarded as valuable auxiliaries to the Normal Schools; and are constantly growing in favour with the profession and all others who are really interested in the advancement of National education. The State Superintendent of Massachusetts frequently conducts Institutes himself. I attended an Institute meeting at which some of the foremost men of the State were present and manifested a deep interest in the work. Governor Long, Hon. Mr. Price, Secretary of State, Hon. J. W. Dickenson, State Superintendent, Dr. Dunton, and many other prominent educators.

In New York State, the Superintendent, Hon. N. Gilmour, employs competent professional men to conduct Teachers' Institutes. The State paid more than $15,000 in support of these Institutes.

II. Secondary Education.

Under this head I was directed to ascertain the course of study in some of the best High Schools, the appliances for teaching, etc.

Having previously given the courses of study prescribed for some of the schools, I shall now briefly comment upon what I observed.

(1) The course of study is in general more extensive than ours, including such branches as Political Economy, Civil Government and Mental Science.

(2) Science occupies a prominent place in most of the courses. Botany, Geology, Zoology, Chemistry, Physics, and Physiology, are studied with greater or less thoroughness.

(3) The appliances for teaching science are, so far as I observed, very good. In Worcester, for example, there is an excellent science class-room, and a well appointed Laboratory in which thirty students can work. The Albany School, also, is well equipped for science teaching.

(4) A good deal of attention is paid to Music and Drawing. Some of the work done in drawing was of a high order of merit. Many of the pupils acquire a taste for drawing in the Public Schools, and their advanced course in the High School produces excellent results.

(5) Reading and Rhetorical exercises are a necessary part in High School education.

(6) Most, if not all, the pupils in the High Schools had received a long course of training in the Public Schools; and quite a large per centage of them—including those who intend to become teachers—complete the full course of study. Nearly sixty graduated from the Worcester High School in 1880, and upwards of seventy from the Albany High School.

A consequence of this is that the graduates give evidence of no inconsiderable degree of culture; and those of them destined for the profession of teaching—if they have fair natural aptitude—cannot fail to become good teachers after receiving a professional training in a good Normal School.

The Entrance Examination is more difficult, or perhaps I should say more comprehensive than ours—demanding a more careful training—and therefore the High School masters have better material to work upon. As I have said, all, or nearly all, candidates for entrance, have had a long training in the Public School, and have acquired a good deal of proficiency in Writing, Drawing, Music, Reading, Spelling, Geography, History and Arithmetic.

Payment on Results.—The New York State "Preliminary (Entrance) and Intermediate," and Academic Examinations.

These Examinations were devised originally to provide an equitable basis for the distribution of the Literature Fund (corresponding to our High School grant) amongst the secondary schools of the State. The Preliminary and the Intermediate correspond very closely with our "Entrance" and Intermediate. The Examination for "Regents Diploma" is somewhat like the Prussian "Leaving" (Abiturienten) examination, and the Diploma is accepted by many of the colleges in lieu of their matriculation examination.

These examinations are similar to ours; they had their origin in similar causes and were established to give effect to the same principle—the principle of Payment on Results.

The Preliminary Examination.—The Preliminary Examination, like our Entrance Examination, was established to arrest the tendency to crowd ill-prepared pupils into the High Schools—determining what scholars alone should be classed as "Regents' Scholars," capable of entering upon a High School course, and entitled to be counted as *bonâ fide* High School pupils in the distribution of the fund granted for secondary education. As with us, too, there seems to have been a great need for such an examination, for under the uniform and adequate test which it has supplied, the number classed as High School scholars was reduced from 21,947 in 1865 to about 5,700 in 1873. Since the latter date, owing mainly to the improvement of the schools, the number has steadily increased, so that it now reaches about 8,500. This of course is only for the schools (about 200 in number) under the visitation of the Regents.

The subjects of examination are Arithmetic and Mensuration, Geography, English Grammar and Spelling. For a "pass" *seventy-five per cent. is exacted in every subject.* Two papers are set in each of the branches, Arithmetic and Grammer, and two hours are allowed for each paper. Of the 21,000 candidates examined in 1878-9, 30.16 per cent. passed in Arithmetic, 56.34 per cent. in Grammar, 35.15 per cent in Geography, and 32.90 per cent. in Spelling.

At the examination for entrance into the Albany High School, June 1881, the "Regents" questions were used: 28 (twenty-eight) questions in Arithmetic, 80 (eighty) in Grammar 60 (sixty) in Geography, 20 (twenty) in History, and 100 words were submitted as a test in spelling. In addition to this the candidates were examined in Music and Drawing. There were 313 candidates from the City schools, and 200 obtained the full number of marks necessary to entitle them to rank as "Regents' Scholars."

The average age of the 217 candidates who passed at the September Examination, 1880, was 14.6.

The Intermediate Examination.—Candidates for the Intermediate Certificates having passed the Preliminary Examination, are examined in the following subjects: Algebra, American History, Physical Geography, Physiology and Hygiene, Plane Geometry, and Rhetoric. In this examination as in the Preliminary, *seventy-five* per cent. in every subject is necessary for a "pass." But a candidate is credited with a "pass" in a single subject, and he is not in any case *obliged* to take all the subjects at one examination. This principle might perhaps be adopted in connection with our Intermediate "groups." A candidate might be credited with a pass in a single group, provided he makes a percentage sufficiently high to show that he has really mastered the subject it includes. I append the questions here set for the June Examination, 1881 :—

Examination for Regents' Diploma.—The candidates for this Diploma must have passed the Intermediate Examination. They are then examined in *eight* additional subjects, *four* being selected from each of the following groups :—

Group I.	Group II.
Book-keeping,	Astronomy,
Botany,	Chemistry,
Geology,	English Literature,
History, Greece and Rome,	History of England,
Moral Philosophy,	Mental Pilosophy,
Political Economy,	Physics,
Science of Government,	Plane Trigonometry,
Zoology.	

In both the Intermediate and the Diploma Examination certain options are allowed in favour of Classics and French and German, to meet the requirements of students who intend taking a college course.

Upon the results of these two examinations, the "Intermediate" and the "Diploma," the sum of $40,000 from the income of the Literature Fund, is apportioned amongst the High Schools and Academies.

For every pupil who obtains the *Intermediate* Certificate the sum of *five dollars* is apportioned to the school which prepared him for the examination—provided such pupil has attended the school for a period of not less than thirteen weeks during the year.

And the sum of *ten dollars* is allotted for each pupil who passes the "*Diploma*" examination.

The course prescribed for Intermediate examination, it will be noticed, is not so extensive as that of ours.

These examinations, like ours, are not competitive. They are *school* examinations; and there is no limit to the number of those who may attain the standards fixed by the examinations, nor any competitive distinctions between them.

Three examinations are held during the year (In June, November and February) for each of the three classes of candidates. But there is no attempt at forcing; both teachers and pupils can take (as with us) their own time in the work of preparation. And if the injudicious, or over-ambitious teacher aims at rapidity of preparation regardless of thoroughness, he soon, if not hopelessly incapable, learns the error of his ways from the humiliation of defeat: for no amount of hostile criticism on the part of the incompetent or the conscienceless teacher, and of weeping and wailing on the part of his disappointed dupes, can avail to mitigate the rigour of the examiners, or to secure the lowering of the standard to meet the requirements of illiteracy.

Drs. Murray and Pratt, of the Board of Regents, Dr. Bradley, Principal of Albany High School, and other prominent educators, informed me that the effects of these examinations have been entirely salutary. "The instruction (I quote from Dr. Murray) in the elementary branches has been notably improved, and a higher standard of attainments has been established in the State. In the advanced examinations a steady improvement in the quality of the instruction, and a regular increase in the number of candidates, have been observed. It is with pride that the Regents refer to these facts as to the condition of the academies under their charge. There is no such system of secondary instruction in any other State in the Union ; nowhere else are the schools for secondary instruction submitted to such requirements as to their equipment, and such tests of scholarship, and nowhere else can they show as a result such a satisfactory record."

Summary of Conclusions.

1.—General.

From what I have been able to gather by personal observation on my recent visit, and from books, reports and documents, the Ontario system of education, as a system, is superior to that of any State in the Union, for the following, among other reasons :—

(1) Our system is distinguished by a unity of aim and method, and a consequent unification of educational interests, which has, I believe, no parallel in American systems.

(2) It has determined the necessary qualifications for important educational positions, and made the appointment to such positions independent of party influences.

(3) It has instituted an effective plan of examination to test the literary and scientific attainments of all candidates for the teachers' profession.

(4) It has established a thorough system of school supervision (inspection), and provided means to secure qualified inspectors.

(5) It has provided a simple and economical plan for the professional training of teachers, which secures, or will secure, the children of the humblest school section in the land from becoming the victims of incompetency.

This last element of excellence is the most important of all. Ours is the only system on this continent, so far as I know, that demands some degree of professional training as a necessary qualification for the teacher. I have said that the system of professional training is economical ; it is also effective ? The question of economy can have no weight as against the question of efficiency. That only is true economy which secures the best results in the best way. The system can be made, I believe, thoroughly efficient. But to this end the Normal School, the County Model Schools, the High Schools and even the Public Schools must, each in their proper sphere, co-operate.

.—As to the Normal Schools,

now confined to purely professional work, I remark :

(*a*) The Normal School Masters must have good material to work upon. Good professional training cannot be grounded on illiteracy. This means that those who enter these institutions should possess a good degree of general education and culture, and some aptitude for teaching, *as shewn by their previous work under a County Inspector.*

(*b*) Not only must the Normal School Masters have good material to work upon, they must also have a reasonable amount of time in which to do the work.

At present, therefore, the session for training is too short. It must be extended if the schools are to accomplish what they are designed to do. For in these schools.

(1) There must be a methodizing of the student's knowledge ; a review of important anches, with a view to giving scientific unity.

(2) There must be effected, in general, some improvement in the student's knowledge important branches—Music, Drawing, Experimental Science.

(3) There ought to be sound instruction in Ethics and Mental Science in their application to the work of education.

(4) There must be intelligent observation and practice, under criticism in the Model and Normal School.

(5) There must be—at least in many cases—an eradication of vicious habits of study, methods of teaching, etc., and the substitution of a more excellent way.

(6) There must be, as far as possible, secured that higher culture which comes from daily intercourse with strong and cultured men.

To this desirable end "Boarding Halls," such as have been established in connection with some of the American Normal Schools, would greatly contribute.

(c) The Normal School Masters, in connection with the professional Examiners, ought to have power to reject for illiteracy as well as for professional incompetency or inaptitude. For it sometimes happens that illiterates manage to score marks enough to pass, notwithstanding all the precautions of a stringent academic examination. And, on the other hand, good scholarship will do little or nothing for one who has no natural aptitude for teaching.

3.—As to County Model Schools.

(1) These schools are designed to do a very important work. Here the student teacher gets his first ideas of educational principles and methods—ideas which will influence for good or evil all his subsequent course of professional training. The County Model Schools are really unpretentious Normal Schools, and they must lay a good foundation for the latter schools to build upon.

(2) It follows then that the Principals and teachers of Model Schools ought to be strong in their profession—men of good scholarship, culture, earnestness and professional skill.

(3) During the training term in these schools, the entire time of the Principals—except for general supervision—ought to be devoted to the training of the student-teachers. This is essential in view of the vast importance of making a *good beginning* in the professional training of our teachers.

(4) For reasons similar to those given above (Normal Schools, *b*), the term for Model School training ought to be as extended as it is practicable to make it.

(5) If Model School Trustees are not disposed to follow this course (3 and 4), because they are not sufficiently encouraged by the Government and County grants, let them have a more liberal allowance. At present they receive $150 from the Government and $150 from the County—*i.e.*, $300 in all. This does not appear to be sufficient for all that they are required to do. Would the cost to the country exceed the value of their work, if the Government were to contribute say $250 and the County $250; *i.e.*, if $500 were given to each school? Fifty Model Schools receiving $500 each would cost the country $25,000 a year. Is this too much for the work of giving a fair *professional* training to the *great majority* of our teachers? If any one thinks so, let him note the fact that New York State paid in 1880, for the *current expenses* alone of eight Normal Schools, $185,000 and received in return 271 trained teachers. Than this $25,000, no public money ever has been, or ever will be, expended to greater advantage to the State, or on principles more capable of thorough vindication.

(6) Public School Inspectors, since to them are entrusted the inspection and control of these schools, ought themselves to be trained teachers, and therefore no man ought to be licensed as an inspector on account of scholarship and some experience gained in High School or Collegiate work; for such experience does not necessarily secure a knowledge of the principles of primary education, or professional skill in their application.

4.—As to High Schools.

(1) It is plain that the successful working of our present plan of confining the Normal Schools to professional work, depends on the power of the High Schools to give a good academic training—to impart sound knowledge by the best methods.

(2) An essential condition is, therefore, that all High School Masters and Teachers

should receive professional training. They must, of course, be good scholars; but they must know that it is not the sole, or even chief function of the teacher to communicate knowledge, but rather to develop self-activity and power of acquisition.

(3) Since the royal road to learning is yet undiscovered, and time is still a necessary condition in producing education and culture, the "non-professional" (academic) examinations must be of such a character as to secure the fulfilment of this condition. The standard maintained ought to be higher than it is—high enough to defeat the schemes of the inexperienced, or the unfaithful teacher who may attempt to palm upon the Department and the public the spurious product of the crammer for the genuine handiwork of the *educator*.

(4) Greater attention must be given to Reading and Elocution, Drawing and *Elementary Science*—especially Botany, Physics, Chemistry. And the teaching in science should be experimental and inductive. If but one inspection a year be required of the High School Inspectors, they will have somewhat more time to devote to the subjects here referred to.

(5) The High School Entrance Examination might fairly be modified so as to include drawing. Also better reading and writing should be insisted upon, and a somewhat wider course in arithmetic, so as to include easy cases of interest and percentage This does not mean that the examination questions should be more difficult, or that *new* principles would need to be learned; it simply means the learning of a few new terms, and a slightly more varied application of familiar principles.

(6) If the proposed work for the High Schools be thoroughly well done, they will have enough to do without attempting to educate candidates for First "A" and "B" Certificates. This could be done in the Universities with better results in every particular.

(7) The Intermediate Examinations established as a school examination, on the results of which certain public funds were to be distributed, ought to be distinct from the examination of teachers: I think—

(*a*) That the present standard of the Intermediate ought to be retained, with some options in favour of science and literature instead of mathematics.

(*b*) That some "value" may be given to this examination by making the possession of the Intermediate Certificate a necessary condition to entering the teaching profession.

(*c*) Besides passing the Intermediate Examination, candidates for the lowest grade of certificate (Third Class) should be examined on additional and more difficult papers in the same "groups."

(*d*) The examination for Second Class (Permanent and Provincial) Certificates ought to be entirely distinct from the others—a test of better scholarship and greater maturity of mind; and no one should be permitted to stand for the Second Class Examination who has not obtained a Third Class Certificate at least one year previously. All these examinations could be held in the same week, and conducted by the same presiding Examiners.

5.—*As to the Public Schools.*

(1) Greater attention should be paid to writing and reading.

(2) Drawing, which is named in the programme of studies, ought to be taught. The course for each of the classes might be given more in detail.

(3) The meaning of some additional terms in arithmetic (interest, percentage, etc.) should be taught in the Fourth Class, and a somewhat greater variety of questions given, so as to include easy problems in interest and percentage.

(4) The elements of science should be taught in oral lessons by the teacher. With proper methods of teaching there can be found time for this, as well as for industrial drawing; these will render other studies easier, and actually brighten the school-life of the child.

(5) Since the great work of the Inspector is to see that the best methods of teaching prevail in the schools, *one thorough* inspection a year would be better than *two* hurried ones. This would enable the Inspector to observe more accurately the teacher at work, and to exert a more powerful influence on both the teacher and the scholar. If *one*

inspection each year be deemed insufficient, it might be supplemented by a judicious, uniform examination for promotion.

I give with my Report some specimens of Examination Papers used at the Entrance Examination in some of the American schools.

For promotion to the Worcester (Mass.) High School, pupils are examined in Music, History, Arithmetic, Grammar, and Geography.

In conclusion I wish to say that everywhere I met with the kindest reception from American Educationists ; but for valuable assistance rendered in the prosecution of my inquiries, I must especially mention Drs. Olden and Bradley, and Superintendent Cole, of Albany ; Principal Russell and Superintendent Marble, of Worcester ; Miss Hyde, Principal of Framingham Normal School ; Dr. Dunton and Hon. John W. Dickenson, of Boston, Principal Boyden, of Bridgewater Normal School ; Dr. Carleton, of Connecticut State Normal School ; Dr. Hunter and Miss McKean, of New York City.

Toronto, January, 1882.

Division II.

THE KINDERGARTEN SYSTEM.

Special Report by James L. Hughes, Esq., Public School Inspector.

In accordance with your instructions, I visited St. Louis for the purpose of making an examination into the practical working of the Public School Kindergartens of that city. Through the courtesy of Miss Susan E. Blow, the founder of the St. Louis Kindergartens, and of her associate supervisors, I was enabled to make a thorough investigation of the system, and to obtain much valuable information regarding it.

The following report contains :—

1. A brief statement of the objects of the Kindergarten.
2. The introduction and progress of the Kindergarten in St. Louis.
3. Suggestions regarding its introduction into Ontario.

I.—Objects of the Kindergarten.

The objects of the Kindergarten may best be briefly stated in Froebel's own words ; "To take the over-sight of children before they are ready for school life ; to exert an influence over their whole being in correspondence with its nature ; to strengthen their bodily powers ; to exercise their senses ; to employ the awakening mind ; to make them thoroughly acquainted with the world of nature and of man ; to guide their heart and soul in a right direction ; and to lead them to the Origin of all life, and to union with Him."

We have become so accustomed to regard the function of the school as limited to the cultivation of the intellect alone, that it is difficult to form a just estimate of the real value of a system which trains and develops the entire being morally, mentally, physically and socially. It will be quite impossible to explain in the compass of this report, the details of the methods employed in the Kindergarten to accomplish the work outlined by Froebel. It took him thirty years to complete his system, and it requires at least a two years course to become a proficient Kindergartner. It may be of service to state at the outset, that the Kindergarten is not a school in the ordinary acceptation of that word. It is not a place to teach reading, writing, etc. ; but consists chiefly of practise with (1) *Gifts*, balls of different colours, cubes, spheres, cylinders, squares, triangles, etc. ; (2) *Occupations*, weaving paper mats, cutting and pasting paper patterns, paper folding, interlacing, stick work, slat work, peas work, perforating paper, worsted work, moulding with clay, drawing, etc. ; (3) *Games* ; (4) *Plays* ; and (5) *Exercise Songs*. By

means of these elements, Froebel arranged a system which reaches effectively every part of the nature of the child, and promotes its vigorous and healthful growth.

Moral Training.

If Froebel had designed to accomplish nothing more by the Kindergarten, than the development of the moral and religious instincts of childhood, his work would have ultimately become an essential part of all national systems of education. There is no other part of his system, that to the thoughtful mind, so clearly reveals the comprehensiveness and philosophical basis of his methods and their wonderful adaption to the nature of the child, and the laws of its growth.

Every one of his remarkable stories, every one of his songs, every one of his games, and every one of his occupations, give incidentally a practical direction to the moral natures of the children. There is in the Kindergarten, no sermonizing to children who are not listening, no theorizing about abstractions which they cannot understand, no mere sentiment, but a genuine acting out of the best tendencies of human nature. The child is made to occupy in a way that is real to him, every relationship to nature, the family, society, his country and his Creator. He practises in his games and plays those virtues which form the only sure foundation for the family and the State. He acts submissively to parents, lovingly towards brothers and sisters, honourably with his neighbours, kindly to the poor, and tenderly to the aged. He learns to be grateful for benefits, to respect honest workers, to know that work is an advantage to the individual and the community, to acknowledge that labour should be justly rewarded, to destroy nothing, to waste nothing, to submit to constituted national and municipal authorities, to give hearty approval to good actions, and to look with just indignation on mean and ungenerous conduct, to restrain his evil tendencies, to be unselfish, to control his tastes, even when they are pure and good, as he cannot get everything he wishes, and to recognize God through His works as the Creator and as the centre of the universe, the source of all power, of knowledge, of love and of blessing. It is quite impossible to realize without a close and extended examination of a genuine Kindergarten; how a child can be placed in such a variety of circumstances as to make it necessary for him to develop *incidentally, without a consciousness of the process,* all the better portions of his nature, and to practise the correct moral code for the home, society and the State.

That Froebel was able, even after thirty years incessant study, to found a system which naturally accomplishes this, proves conclusively that he is entitled to an honoured place among educational reformers.

Social Training.

Closely allied with moral training is the attention constantly paid to the practice of the courtesies of good society, and to the proper development of the emotional nature of the child. The home, in most cases, cannot afford the child the opportunity of associating with a sufficient number of children of his own age, to permit the expansion of his social character. The child is to be pitied, however rich his parents may be, whose only associates are adults. It is possible for the child to obtain society on the street, but the risk is too great there. Even at school the social intercourse between the pupils is necessarily confined chiefly to the recesses, and then in most cases is allowed to go on without the presence of the teacher. Froebel saw the evil effects of this, and made ample provision for the drawing out of the social instincts of childhood, as well as for practising the recognized rules of politeness at the table, in the drawing-room, on the street, wherever man meets his fellow man.

Physical Culture.

The physical benefits conferred by the Kindergarten are second in importance only to those resulting from its moral and religious training. The good effects of this department of Kindergarten work are so quickly apparent and so easily recognized, that there is in some places a popular delusion that the Kindergarten consists only of a series of games

and plays. This is a grave error, but although the games, plays and songs do not constitute the entire work of a Kindergarten, they form a most important part of it, inasmuch, as, while accomplishing many other excellent results, they also produce most desirable effects on the physical system of the children. The chief of the effects are :

1. By a large amount of marching in time with music they learn to walk properly—a most important accomplishment.

2. As the plays are so judiciously arranged as to call into natural action every part of the muscular system, the result could only be, what it uniformly is, harmonious development and consequently perfect freedom and gracefulness of action. There is no probability that a child in the Kindergarten will grow up with good arms and legs, and weak loins and contracted chest.

3. The dramatic gesture practised as a visible interpretation of the thought and sentiment of the songs while they are being sung, leads to a surprising degree of expressiveness and appropriateness in the movement of the hands, the head, the eyes and, indeed, of the entire body while speaking. This is of much greater importance than at first sight it may seem to be. The skilled elocutionist may thrill his hearers by his tone alone. Vast audiences are frequently moved to tears by the touching gestures of a deaf mute in reciting the Lord's prayer. Most people are more deeply affected in a Kindergarten, by the gestures than by the singing. Dramatic interpretation is to many more touching than vocal interpretation. Either voice or action alone possesses wonderous power of expression, but it is only when they are appropriately united, that thought is presented in all its clearness, and feeling communicated with resistless power. It is no light matter then for girls and boys to have their bodies trained to act in harmony with their vocal organs in expressing their thoughts and sentiments.

4. The general health of the children is improved, and the vigorous growth of their system promoted. One of the chief defects of the Public School system is that both positively and negatively it interferes with the proper natural growth of the child's body. If adequate attention were paid to the development of the body in school, there would be no complaints about over-study. Body and brain should grow together, do grow together until the child goes to school. The Kindergarten is unquestionably the best means for remedying this grave defect in the school. The distinctive feature of Kindergarten exercise, as well as every other part of the system, is that the benefits come incidentally. The children are not conscious that they are performing calisthenic exercises for the benefit of their health, they are playing for pleasure. Exercise taken merely to improve the health does not bring such advantages as exercise taken for amusement or in working under healthful circumstances, so in the Kindergarten there are no calisthenics as mere exercises, but the children have to perform the best exercises of the Grecian. Swedish and German systems of calisthenics in playing their games, and while singing their songs. While taking his exercise the boy is not a boy moving his arms and legs to develop his muscles, but a hopping bird, a jumping frog, a flying butterfly, a carpenter or other tradesman at work, a farmer sowing grain, mowing or threshing with a flail, a windmill in motion, a ticking clock, etc., etc., always practising the best exercise, but never being drilled. Even the extension motions and balance steps of the British army, are practised in their essential parts in the Kindergarten, not in the formal way in which they are presented to the shuffling recruits whom they transform as if by magic into erect and graceful men, but as necessary motions in performing certain plays.

Industrial Training.

There is another kind of physical training in addition to that which develops the physique. It is not alone important that a man should be strong, active and graceful. His hand, the parts of his physical system which he chiefly uses in earning his livelihood, should be trained while he is very young, before his muscles have become fixed and his fingers stiff. There is scarcely any limit to the development of finger flexibility and manual dexterity, if it is begun in time, and continued systematically. It is a common saying that "a boy's fingers are all thumbs." There is no reason why this should be the

case. A girl's fingers are expert in proportion to the amount of appropriate exercise they get. The boy does not usually play on the piano, or do the various kind of needlework done by his sister, consequently his fingers become thumbs through lack of practice. Boys have thus been allowed to grow up and enter on the work of life without having any attention paid to the development of hand skill except that received by the right hand while engaged in writing and drawing. This necessarily prevents their ever reaching their highest possibilities in skilled labour of any kind whatever. The individual and national loss thus sustained is too vast to be estimated. The early recognition of this lack in Germany, Switzerland, and France, led to the establishment in these countries of technical schools for the special training of the hand in connection with various industrial pursuits. The result of this was, that in a few years England found her manufacturing supremacy passing away, and was compelled to follow the example of her continental rivals. Thoughtful men have for years been studying this problem and endeavouring to find a remedy for this acknowledged defect in our Public Schools. This study has led to the proposal to have work-shop schools founded as a part of the Public School system. There has as yet, however, been no satisfactory plan proposed for the accomplishment of this object.

Froebel made ample provision for the training of the hand in his system. One of the specific objects of his "finger songs," and of every one of his Gifts and Occupations, is the development of finger power and skill.

Mental Training.

Those who can only gauge a child's mental growth by his advancement in reading, will have difficulty in appreciating the mental advantages which the child enjoys in a Kindergarten. Thoughtful people are rapidly learning, however, that reading, as a school study, has little to do with inducing mental growth. That is the reason why reading is not taught in the Kindergarten.

There are some who scrutinize the system to find its mental results as though they expected them all to be immediately apparent, and then because they cannot find mind nuggets in the only form in which they can appreciate them, they say they do not exist, and that the Kindergarten does not promote mental development. They forget that real growth in nature is slow, and that preliminary processes of growth may go on for long periods without producing marked visible results. If the mental training of the Kindergarten produced only immediate results, and if its benefits were discernible to every observer, it would not contain sufficient truth to make it live.

The object of the Kindergarten is to expand the mind rather than make it a storehouse of facts. It aims to set the mind in action in the exercise of every function of which it is capable. The school only trains the mind to remember and reason, often only to remember. The Kindergarten calls into action all the powers of the mind, and teaches the child to observe critically, to note results, to compare, to conclude for itself. It develops the imagination and gradually exercises the will, not accidentally but incidentally, as an essential part of Froebel's comprehensive scheme. Memory is developed by exercise, not by word repetition. The child learns and remembers what a cube is, in the same way that it learned and remembers what a spoon is, *by using it.*

But, while the primary object of the mental training of the Kindergarten is not to give information, the child really acquires a vast deal of useful knowledge, especially such as will be of value to him in prosecuting the studies of Arithmetic, Mensuration, Geometry, and Architectural and Industrial Drawing. Nor does he need to wait until he begins the systematic study of these subjects before making a practical use of the knowledge he gains. Two of the fundamental laws of acquiring knowledge by Froebel's system are: 1, Children learn by doing; 2, Knowledge should be applied as soon as it is gained. So the extensive knowledge of form which the child receives by using the Gifts is applied at once in the various occupations, and through them extended to an examination of all the objects of nature and art with which he daily comes in contact. The child also receives a practical insight into the relationship of parts to wholes, and is taught the harmony of form and colour that must be found in corresponding parts of

symmetrical patterns and objects. This leads directly to the display of originality in designing by the individual children, which cannot fail to produce great and lasting benefits both mentally and morally. It is a grand step in the growth of the human mind, when it is convinced practically that it possesses original power and need not be a mere imitator.

General Advantages.

In addition to what has been said it will be sufficient to call attention to the important fact that, in his Gifts and Occupations, Froebel has so fully covered the circle of human activities, that every child has an opportunity afforded him in the Kindergarten to show what his special tendency or talent is. The importance of this will be seen at once, when it is remembered that most boys leave school without having discovered or shown special fitness or inclination for any particular pursuit, and that too often the selection of a sphere of labour is left to chance or decided by circumstances quite outside of the individual who is to fill it.

The general plan of the Kindergarten may be indicated in a single sentence: Recognizing the fact that children grow more rapidly, morally, mentally, and physically, during the first four years of their lives than they ever do afterwards, Froebel tried to found a system which, while it sustained the interested attention of children, would continue in a systematic manner, but without formalism, the same methods of learning and development to which they were accustomed at home. Those who best understand him, think he succeeded in accomplishing his object.

II.—Introduction into St. Louis.

In 1873, Miss Susan E. Blow, the accomplished daughter of the late Senator Blow, a lady of leisure and means, who had spent two years in training with Mrs. Krans-Boelte of New York, offered to undertake gratuitously "the instruction of one teacher appointed by the Board, and to supervise and manage a Kindergarten, provided the Board would furnish the rooms and a salaried teacher." After considering her generous offer the committee on Teachers recommended "that one of the school rooms be set apart for one year for the purpose of ascertaining, by a faithful experiment, what valuable features the Kindergarten may have that can be utilized in our Primary Schools." The results of that "faithful experiment" have been greater than even the strongest advocate of the Kindergarten expected. The one Kindergarten has, by a gradual and natural process of growth, extended its influence and diffused its light until at the present time there are no less than 237 ladies engaged in the Public Kindergartens of St. Louis. This result is undoubtedly mainly due to the merits of the system itself, but is largely attributable to the zeal and intelligence of Miss Blow, who is still the "guide, philosopher and friend" of every lady engaged in Kindergarten work in St. Louis.

III.—Suggestions regarding the Introduction of the Kindergarten into Ontario.

I most strongly recommend the introduction of the Kindergarten in connection with the Model Schools in Toronto and Ottawa, for the following reasons:—

1. Because the Kindergarten is the most philosophical system of child education, and should, therefore, be the foundation of all public education.

2. Because the physical and musical portions of the Kindergarten could, to a large extent, be introduced into the Primary Schools of Ontario, if the teachers in training had the opportunity of becoming acquainted, practically, with them during their Normal School course. This alone would justify the introduction of the Kindergarten into the Model Schools.

3. Because those children who attend Kindergartens would be relieved from hard and unattractive study during those years, when the brain is growing in size most rapidly, and during which it is most susceptible to permanent injury.

4. Because it could not fail to be of immense advantage to the students in training at the Normal Schools. They could not, it is true, become Kindergartners during their short course, but they could become acquainted theoretically with the pedagogical princi-

ples on which the Kindergarten is based, and practically with the methods best adapted to interest childhood. The charge is often made that the graduates of our Normal Schools are lacking in earnestness, enthusiasm, and a due appreciation of the nobility of their work as teachers. There is no other means of remedying this defect so effectively as by introducing the Kindergarten. Its principles and its spirit will continue from year to year to be sources of light and inspiration of growing power in the minds and hearts of those teachers who are brought into living contact with them.

It is not indirectly alone, however, that the benefits of the Kindergarten will be shewn. Its methods should be practised in all departments of Public Schools. The materials of the Kindergarten belong to the little ones, the principles apply to the teaching of nearly all studies, and to all grades of pupils. I do not think it an exaggerated statement to say, that to many teachers even a short course in a Kindergarten would prove of more lasting benefit in enlarging their mental vision, in increasing their knowledge of the child, the laws of its development, and in deepening their devotion to the work of teaching, than all the rest of their Normal School training.

I am confident that a Kindergarten, either in the Toronto or Ottawa Normal School, would be fully self-sustaining if the children attending it paid the same fees paid by the other Model School pupils. The materials used by the children cost less than two dollars per annum for each pupil. A single trained Kindergartner, with the assistance of the Normal School students, and volunteer assistants who would give their services gratuitously in return for the training received, could take charge of fifty or even a hundred children. Many of the St. Louis Kindergartners have as many as one hundred pupils in charge of one director and six or seven assistants.

Fixing the number at fifty as a basis of computation, the income at present rates in the Model School, would be over nine hundred dollars per annum, after paying for the materials used by the children in their occupations.

I would also urge that as a preliminary step Miss Susan E. Blow, and Mrs. Clara B. Hubbard be invited to visit Toronto. They might be invited by the Education Department alone, or by the department in connection with Toronto Public School Board. The primary objects of their visit would be to give the teachers in the Model School, and the Public Schools, and the students of the Normal School, a general idea of the objects and principles of the Kindergarten, and a specific training in the physical and musical departments of the Kindergarten work. A public interest would also be created in the Kindergarten itself in this way more thoroughly than it could be in any other way.

Miss Blow could explain, in a few addresses, the principles and methods of the Kindergarten as probably no other English speaking woman could. Her voluntary study and labour in its cause extend over a period of about thirteen years. In addition to her two years of training spent with Mrs. Krans-Boelte in New York, she spent some time in Germany with the Baroness Marenholtz Bulow, the ablest of all Froebel's associates or successors.

Mrs. Hubbard trains all the St. Louis Kindergartens in the department of physical exercise. She is the author of the best collection of Kindergarten songs yet published in English, and is gifted with rare intuitions regarding gesture and calisthenics. She could, in a couple of weeks, present the physical and musical sides of the Kindergarten to the students and teachers of Toronto in such a way as to inaugurate a new era in school progress in Ontario. I would strongly recommend that, in case Mrs. Hubbard is invited to visit Toronto, the opportunity be afforded to the teachers in County Model Schools, and in cities and towns throughout the Province, to come to Toronto to share in the benefits of her teaching.

If one teacher was sent from each city or town, she could, on her return, communicate to her fellow-teachers what she had learned. Doubtless many School Boards would be willing to allow the lady of highest special aptitude the privilege of visiting Toronto for such a purpose.

I have, during my visit to St. Louis, familiarized myself with certain details relating to furniture, materials, hours of attendance, etc., which I will be glad to lay before you in case you decide to adopt any of the recommendations contained in this report.

Toronto, May 1st, 1882.

PART IV.

TECHNICAL EDUCATION.

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TECHNICAL EDUCATION.

This subject is properly included with the other educational subjects contained in Parts I., II. and III. of this Report, inasmuch as any system of education truly national should comprise within the sphere of its operations technical education, as essential to its general progress in intelligence and consequent material strength, and it is universally admitted that this will result in a similar ratio to that derived from the elementary, secondary and superior branches.

In this Province, after more than forty years of effort, the difficulties attending educational progress have been successfully overcome, and we now possess a complete and symmetrical system absolutely free to all for elementary instruction, and practically so for the higher and university subjects. There is, however, much yet to be done in order to supply reasonable opportunities for gaining technical instruction in the physical and other sciences having an important bearing upon the development of the mineral, mechanical and industrial interests of the Province.

Remarkable strides have been taken in the last twenty-five years in the whole domain of science and art, and these have been followed by large increases in the national prosperity of every country which has seriously and thoroughly undertaken to supply the great deficiencies which formerly prevailed.

While the Legislature of this Province, from its first establishment in 1792, has been thoroughly impressed with the importance of Common and Grammar Schools, together with a Provincial University, and has made provision for their support as the circumstances of the Province required, it has not been unmindful of the "importance to its welfare that mechanics should be encouraged in the useful arts," as declared in the Act of 1835, in which a grant of £200 was made to the Toronto Mechanics' Institute, and also one of £100 to that at Kingston, "for purchasing instruments suitable and proper for illustrating the principles of Natural Philosophy, Geography, Astronomy and Mathematics." This is the first record of Legislative assistance, and several special Acts to incorporate Mechanics' Institutes were subsequently passed, until the Board of Arts and Manufactures was incorporated in 1857 by the Act 20 Vic., chap. 32, whose object, as declared therein, was to "promote the development of mechanical talent among the people of this Province by disseminating instruction in mechanics and kindred sciences, and by affording increased facilities for the study of models and apparatus," and in that year fifty-eight Mechanics' Institutes received grants from the public revenue. This policy has been continued ever since, and the Acts relating thereto are contained in the Revised Statutes, chap. 35, "for the encouragement of Agriculture, Horticulture, Arts and Manufactures," and by chap. 168 for the incorporation of Mechanics' Institutes and Library Associations. By the Act subsequently passed, 43 Vic., chap. 5, the Education Department was empowered, subject to the approval of your Honour in Council, to make regulations for instruction in physical and practical science to be given in evening classes in the Mechanics' Institutes, and for the apportionment of the Legislative grant upon the conditions contained in section 77 of the Revised Statute, chap. 35. The following instructions for giving effect to the provisions of this Act have been drawn up by me for the guidance of Mechanics' Institutes :—

Instructions Respecting Mechanics' Institutes.

Owing to the different local circumstances in which the Institutes are found to be placed, it is not considered desirable to adopt regulations which might interfere with such freedom of management as each association has hitherto exercised. Instead, therefore, of the regulations proposed in my last report, I have thought it preferable to submit the following instructions for the guidance of Institutes, in order that each may comply with

the provisions of the Statutes according to which the annual Legislative grant is authorized to be distributed amongst them; as well as the necessary forms which this Department will supply in sets of three each, for each Institute to fill up as soon as may be after the first of May in each year, one set being sent to this Department, another to "The Secretary, Mechanics' Institute Association, Toronto," and the third kept in the Institute itself.

1. Any new Mechanics' Institute does not share in the Legislative grant until the year following the year of its formation, of which notice should be given to the Minister before the first day of December in the year of its formation.

2. The business year of each Institute ends on the first day of May in each year, and thereafter, say by the fifteenth day of June then next, each Institute should prepare and forward to the Minister its report in duplicate, in accordance with Form A, prepared by the Department.

3. Such report of each Mechanics' Institute, when received, will, without delay, be sent by the Department to the Public School Inspector for his inspection of the Institute and audit of the accounts thereof, as directed by the Statute, and, if found correct, will form the basis for the amount of grant payable to such Institute.

4. The provisions of the Statute require each Mechanics' Institute, before receiving its grant, to show that it has raised and expended, or appropriated from local sources in respect of such year, a sum equal to one-half of the amount payable from the grant in respect of any of such objects, viz.: (1) Reading Room, (2) Library of Books, and (3) Evening Classes. The grant for all objects is $400, out of which $100 may be applied for Reading Room purposes. The five per cent. payable to the Mechanics' Institutes Association has ceased, and it now receives an annual grant instead, under the Act of last session. No allowances can be made for salaries or other personal expenses of management. Besides the sum of $100 for Reading Room purposes, any Institute may expend any residue of the total grant payable for Library and Evening Classes, or either of them, in such proportions as it may think proper.

5. Each Mechanics' Institute should, before the first day of November in each year, in its application for a grant in aid, submit a statement of its position on the first of May preceding, according to Form B, to be sent to this Department. Such statement is to be verified by the declaration of the Secretary or Treasurer, on Form B.

6. The Statute permits Institutes to conduct classes in the following elementary subjects, viz.: Writing (including Shorthand and Telegraphy) and Book-keeping, English Grammar, Arithmetic and Mensuration, and to afford technical instruction in such subjects as—

(1) Drawing: Machines, Designs, Objects, Freehand, Architectural, and Geometrical.

(2) Natural Philosophy: Elements of, including Applied Mechanics, Pneumatics, and Hydrostatics.

(3) Chemistry: as applied to Manufactures, and also to Agriculture.

7. It is recommended that the term for instruction in the foregoing subjects should be for at least nine continuous weeks, in classes held at least on three evenings of each week, and for an hour at least in each subject, such term being established in the autumn or winter, or one in each season.

8. Each Institute may, out of moneys available for Evening Classes, pay such expenses, over and above the receipts, as may be incurred for lectures of a popular nature on scientific subjects.

9. In order to encourage evening classes for technical instruction, and increase their usefulness, I would recommend that each Institute which appropriates $100 from the Legislative grant and $50 from the local sources (exclusive of pupils' fees), and conducts evening classes in the technical subjects above mentioned, shall be entitled to receive from the Legislative grant such additional sums as may be necessary to make the total amount payable in respect of such evening classes in technical subjects, inclusive of the sums so

applied from the grant and local sources, according to the following scale, namely :—For classes of persons over 14 years of age from 5 to 10, $4 each person ; for each additional from 10 to 20, $2 ; and for each additional over 20 to 40, $1. Before any such additional payment can be recommended by me, the Public School Inspector is required to report that each such class has been satisfactorily conducted, and otherwise according to the particulars in Form D.

10. The existing Regulations authorize a sum not exceeding twenty per cent. of the grant for Library purposes to be applied for the purchase of works of fiction, but such works are to be such as appear in the catalogue of the Education Department, or as may be approved by the Minister of Education from time to time, as submitted by any Institute for this purpose. As far as possible, a separate room for the library should exist, in order to afford regular access to members.

11. Any director or office holder in any Institute is not permitted to sell or traffic in any books for the supply of the Library.

12. Instructions to Public School Inspectors :—

(1) The Public School Inspector shall, after he has received from the Education Department copies of the reports furnished to it by the Mechanics' Institutes in his inspectoral division, visit each of them with all convenient speed thereafter, and submit the return of his inspection to the Department, which return shall include the several particulars, and be according to Form C.

(2) He shall, at the same time, fully audit the financial affairs of each Institute, and in this shall carefully examine all books, vouchers, and invoices relating thereto, and ascertain what (if any) trade discounts have been allowed, and also that the entries in the ledger or other books of account agree with the accounts and vouchers. If the vouchers and account-books do not agree, or trade discounts have not been allowed, he should, in all such cases, call the attention of the Department to the same.

(3) He shall see that the invoices (if any) paid after the first of May are properly entered in the Treasurer's book, and charged up to the year ending on such first of May.

(4) The Public School Inspector will receive remuneration for services actually performed according to the following table :—

(i.) For the annual inspection and report of each Institute, as follows :—

Institute with	Reading Room, Library, and Evening Classes....	$10 00
"	any two of above.....	8 00
"	any one "	6 00

(ii.) In any case where the Inspector is able, in his inspection of the Public School in the same locality, to visit Evening Classes, and to examine the same during their session in any of the above subjects of instruction, an additional fee of one dollar for each class in elementary subjects, and of two dollars for any class in technical subjects, will be allowed for each class so examined and reported upon by him.

(iii.) The report of the Inspector of Evening Classes, as in Form D, is to be sent to the Department as soon as possible after his inspection.

1. Association of Mechanics' Institutes.

The Association of Mechanics' Institutes is constituted a body corporate, the different Institutes being associates, and represented at its annual meetings by their President and Secretary, or other two members.

During the last session of the Ontario Legislature, the following amendments relating to this Association were passed :—

Section seventy-four of the Act was amended by adding the following sub-sections :—

(2) The Association may act in conjunction with any other Association or Associations, whose objects are the promotion of the interests of Arts and Manufactures, and generally may exercise such powers as are necessary to advance the Arts and Manufactures of the Province.

(3) The Association shall have power to employ competent persons to deliver lectures on subjects connected with the Mechanical Arts and Sciences, or with Manufactures, and to use its funds for that purpose; and any Associate Institute is also authorized to contribute from its own funds for the like object.

(4) The Association shall keep a record of its transactions, and may from time to time publish or procure, in such manner and form as to secure the widest circulation among the members of the Associate Mechanics' Institutes, such works, reports, essays, lectures and other papers on subjects connected with the Mechanical Arts and Sciences, or with Manufactures, as the said Association may consider suitable.

(5) The Association shall be entitled to receive from unappropriated moneys in the hands of the Treasurer of the Province, a sum of not less than twelve hundred dollars in any one year. 45 V. c. 4, s. 13.

Section seventy-five of the Act was repealed, and the following substituted in lieu thereof:—

75. The Association shall hold a meeting annually at any time during the month of September, and at such place as the Association or its Executive Committee shall from time to time determine upon, in each and every year; and a report of the proceedings of the Association shall be made to the Minister of Education within thirty days after the holding of such annual meeting. 45 V. c. 4, s. 14.

Section seventy-six was also amended. The alterations are placed in italics.

76. Each Associate Institute *may* be represented at the annual meeting by its President and Secretary, or by any two members that such Institute may appoint in place of its President and Secretary; *but each Institute receiving Legislative aid, as provided for in the next following section, shall send at least one delegate to represent it at the next annual meeting of the Association.* 45 V. c. 4, s. 15.

The fourteenth annual meeting was held at the city of Toronto, on the 12th day of September, 1882, 39 Institutes being represented, and a copy of the report presented thereat, has, in pursuance of the Statutes, been sent to this Department. It refers to the following subjects:—

(1) As to presentation of books, that the Executive Committee purchased, for presentation to the Associate Institutes, for the past year—12 sets of Ure's Dictionary of Arts and Manufactures, 4 vols.; 65 sets of Appleton's Cyclopædia of Applied Mechanics, 2 vols.; and 13 copies of Johnston's Handy Royal Atlas.

These have all been presented, except 5 sets of Ure's Dictionaries, 4 sets of Appleton's Cyclopædia, and 5 copies of the Atlas.

(2) As to Associate Institutes, 70 of the 78 who received the Legislative grant paid to the Association their five per cent.

The number associated is stated as follows:—

Institutes associated in 1880-1	76
Failed to associate in 1881-2*	15
Remaining	61
New Institutes associated in 1881-2	7
Old Institutes renewed in 1881-2	9
Under fee of 81	2
Total	79

A statistical table is submitted of the Government grants for 1881-2; of revenue; number of members; expenditure for books, periodicals, classes; books issued during the year, and stock and assets, compiled from the schedules furnished by the Education Department to the different Institutes.

(3) As to Evening Classes, the report shows that 12 Institutes received a sum total of $400 for prizes for conducting classes in the following subjects:—In English Grammar and Composition, 4; Arithmetic and Geometry, 7; Penmanship and Book-keeping, 8; Prac-

* The Hamilton and Brockville Institutes have become defunct during the year.

tical Mechanics, 2; Chemistry, 1; Mineralogy, 1; Geometrical and Decorative Drawing, 6; Free-hand Drawing, 4; the average attendance being 420, and the total of teaching meetings 493. The Association paid $400 for prizes. The Association does not intend making payments in future for prizes in Evening Classes.

The Treasurer's Statement shows that the receipts, including balance from previous year, amounted to $2,593.62, the expenditure $2,055.52, and the surplus from subscriptions of the Associate Institutes to be $538.10, which is now on deposit in the Bank of Toronto.

2. Mechanics' Institutes.

A copy of the instructions respecting Mechanics' Institutes has been sent to each Institute. Their object is to secure substantial compliance with the provisions of the Provincial grant and, therefore, to adjust the relative amounts applicable to each subject aided from the grant of $400, so that it may be fairly encouraged and not prejudiced by an undue amount appropriated for any one of such objects, and also to gradually develop evening classes in studies not within the Public School course, and especially in elementary instruction for industrial purposes.

Having regard to the evening classes as proposed in the Regulations, it will be seen that their benefits may be taken advantage of by all young persons engaged during the day, and by those intending to be mechanics or agriculturists.

The following forms will be sent to each Institute before the first of May :—

(*a*) Mechanics' Institute Report.
(*b*) Application for Legislative Grant.
(*c*) Report of attendance at evening classes—Elementary Instruction: and
(*d*) Report of attendance at evening classes—Technical Instruction.

Returns to this Department.

The following statements have been prepared in respect of the operations of the year ending 1st May, 1882, and in the Appendix are set forth particulars of the condition of each Institute.

Statement No. 1.

The following sums have been expended by Mechanics' Institutes during the year :—

No. of Institutes.	Expenditure.	
69	Reading Rooms (exclusive of rent and attendance)	$4,714 35
87	Purchase of books (including fiction)	20,899 07
	" expended since 1st May, 1882, but belonging to that year	1,401 74
37	For Evening Classes	4,219 87
6	Scientific Lectures	494 18
47	General Lectures and Entertainments	2,562 87

Total receipts from all sources for 96 Institutes, $68,876.52. The total receipts reported last year was only $48,321.14.

Statement No. 2.

Amount of Grant paid to each Institute.

Ailsa Craig	$150 00	Barrie	$400 00
Aylmer	100 00	Brussels	200 00
Ayr	300 00	Blyth	60 00
Brantford	400 00	Brighton	120 00
Brockville	400 00	Chatham	400 00
Belleville	400 00	Collingwood	150 00

Clinton	$400 00	Parkhill	$200 00
Dundas	400 00	Peterboro'	400 00
Dunnville	100 00	Petrolia	400 00
Durham	150 00	Point Edward	400 00
Elora	200 00	Port Hope	400 00
Ennotville	80 00	Prescott	200 00
Fenelon Falls	300 00	Preston	400 00
Forest	330 00	Renfrew	200 00
Garden Island	400 00	Richmond Hill	50 00
Grimsby	212 00	Ridgetown	400 00
Galt	400 00	Sarnia	400 00
Georgetown	300 00	Seaforth	400 00
Goderich	400 00	Simcoe	400 00
Guelph	400 00	St. Catharines	400 00
Harriston	100 00	St. George	200 00
Hespeler	200 00	St. Thomas	400 00
Ingersoll	400 00	Smith's Falls	400 00
Kincardine	400 00	Stouffville	230 00
Kingston	400 00	Stratford	400 00
London	400 00	Strathroy	350 00
Lindsay	400 00	Streetsville	200 00
Lucan	80 00	Thorold	400 00
Meaford	100 00	Tilsonburg	400 00
Midland	200 00	Toronto	400 00
Milton	200 00	Uxbridge	400 00
Napanee	400 00	Vittoria	200 00
Niagara	172 00	Watford	300 00
Niagara Falls	400 00	Waterloo	300 00
Norwich	100 00	Welland	150 00
Norwood	100 00	Wiarton	150 00
Orangeville	400 00	Woodbridge	150 00
Orillia	400 00	Woodstock	400 00
Owen Sound	400 00		
Paris	400 00	Total amount granted to 79 Institutes	$23,084 00
Parkdale	200 00		

Statement No. 3.

New Institutes.

Reports have been received from the following new Institutes :—

Embro.	New Hamburg.
Glencoe.	Perth.
Hanover.	

Statement No. 4.

Classification of Institutes Reporting.

1.	Number with Reading Room, Library, and Evening Classes	31
2.	" Reading Room and Library	33
3.	" Library and Evening Classes	6
4.	" Library only	26
	Total	96

Statement No. 5.

Institutes Not Reporting.

Alliston.
Arkona.
Arthur.
Aurora.
Berlin.
Bolton.
Bracebridge.
Brampton.
Brockville.
Clarksburg.
Columbus.
Greenwood.
Hamilton.
Listowel.
Merrickville.
Oakville.
Oshawa.
Paisley.
Penetanguishene.
Picton.
Port Colborne.
Port Perry.
Sarnia.
Schomberg.
Thorold.
Thunder Bay.
Vittoria.
Wardsville.
Whitby.
Wingham.
Watford.

Statement No. 6.

Thirty-seven Institutes conducted Evening Classes in the following subjects:—

	No. of Classes.	No. of Pupils.
Writing and Book-keeping	28	852
English Grammar, Composition and Elocution	15	374
Arithmetic, Geometry, and Mensuration	21	652
Drawing—Free-hand, Decorative, etc	20	509
Natural Philosophy, including Mechanics, Pneumatics, and Hydrostatics	3	85
Chemistry	5	98
Phonography	3	69
Total number of Classes and Pupils	95	2,639

The total amount expended for Evening Classes was $4,219.87.

3. Report of Dr. S. P. May, Superintendent of the Ontario School of Art.

The Ontario School of Art, which was established in 1875, has, since that time, been entirely supported by grants from the Legislature of Ontario, and the fees of the pupils. Until recently it has been conducted in the Exhibition rooms of the Ontario Society of Artists on King Street, but the Honourable the Minister of Education, after careful consideration, has now acceded to the wishes and recommendations of the Council of the Ontario School of Art, and had the School removed to commodious apartments, specially fitted up for this purpose at the Education Department, where the students will have the privileges of the Library and Reading Room and be able to utilize, for practical Art studies, the valuable collection of paintings, engravings, sculpture, models, etc., in the Museum.

This has been done with an understanding that special instruction be imparted, embracing subjects of a practical character suitable to *mechanics*, and as bearing on their employments, in which the arts of drawing and design may be accessories, and of benefit in their respective occupations. Also, that classes be conducted for the training of *Teachers* who may hereafter conduct drawing-classes throughout this Province. It is considered that this will afford honourable and useful employment to women, and that many will avail themselves of these advantages, and particularly those to whom self-support may be necessary.

The following brief sketch of the history of this school shows that similar provisions for educating mechanics and training teachers, for whom there is a vast field of labour throughout the Province have, from time to time, had the consideration of the Society of Artists.

In 1875, a deputation of members of the Ontario Society of Artists waited upon the Hon. Adam Crooks, Provincial Treasurer, and asked for a grant from the Government in aid of a building, to be used for the general purposes of the Society and as class-rooms for the School of Art, the Society undertaking, at the commencement, the tuition of the School without remuneration. In consequence of this request, a grant of $1,000 was placed in the estimates and voted the following session.

The first term of the School commenced on the 30th October, 1876.

It was decided that the management of the school be constituted as follows :—

To consist of seven members—

1. The Honourable Minister of Education.
2. The President of the Society of Artists.
3. The Vice-President of the Society of Artists.
4. The Director of the School of Art.
5. Member of the Society of Artists, representing Painters.
6. Member of the Society of Artists, representing Architects.
7. Member of the Society of Artists, representing Engravers.

The Council now includes a representative of the Education Department in place of the Minister of Education.

In January, 1878, a Report of the History of the School of Art was submitted to the Lieutenant-Governor, from which the following extracts are taken :—

"Those who do ornamental work of every kind—for instance, workers in wrought-iron, stone-cutters, wood carvers, and other trades—can only work well in proportion as they have proper training, and it can best be given by such drawings as are practised in our elementary classes. For those artisans, it is evident that these classes must be held in the evening, and the terms must be low. The manufacturing skill and capacity of the country would be enormously increased if every young mechanic could be induced to attend them.

"That the school, in addition to its ordinary functions of Art teaching to regular pupils, shall be used as a training school for Art teachers, who may subsequently be employed in other schools throughout the Province."

A system for branch schools, with Central Board of Examiners, was also submitted.

"The financial report of this year showing that Legislative grants had been received, amounting to $3,200, it was then resolved to pay the teachers for their services in proportion to attendance.

"In September, 1878, Mr. J. A. Fraser was appointed to take supervision of the evening classes, and seven teachers were appointed."

In their Report to the Minister of Education, dated 17th December, 1878, they ask for an appropriation of $500, or $600, for casts and copies, and the loan of some of the casts from the Education Museum.

They also say that applications have been received from teachers of Common Schools, for such instruction as would enable them to give their pupils sound preliminary teaching in Drawing. For such teachers as have any such capacity as this, it would be advisable to add a course at the School of Art to the teaching at the Normal School, and for this extra certificates might be given by the Council.

In 1879, Messrs. O'Brien and Smith were deputed to visit Boston to obtain information concerning Art Education. The following extracts are from their report :—

"That all their enquiries led them to the conclusion that, although much is being done all over the United States in the way of practical Art Education, yet that the system adopted in Massachusetts is the most generally followed, and is the most perfect and best adapted to our requirements.

"In the State of Massachusetts there are free schools exclusively for instruction in Mechanical and Freehand Drawing, the support of which is by law made compulsory upon the municipalites. The State system authorized by law and supplied by State and municipal funds, is primarily intended to teach Art in its application to industry.

"It is stated that American workmen, however bright and intelligent, are not practically skilled, and that when really skilled workmen are required, they have to be imported from countries where the education is of a more practical kind.

"It is claimed that the best foundation for practical education is such a system of Drawing as has been introduced into the schools of Massachusetts. There are now in the city of Boston alone, 30,000 children receiving an Art education of the most practical kind, being taught Writing and Design, with a view to its application to industry.

"The effect of such training upon the generation now growing up, must be enormous, and competition on our part, of every branch of industry, with a population so trained, must be hopeless, unless our people are given equal advantages."

The following extract is from the Report of 1880:—

"It is proposed that there shall be special teaching and exercises given, with the view to training teachers, who, in their turn, may then be fitted to impart good primary instruction to their pupils."

After the removal of the School to the Education Department, the Council decided to establish classes specially adapted for mechanics, teachers and Normal School students, and, to make these classes of more value, and better appreciated by those desirous of studying for practical purposes, it was decided that, in future, students should not be allowed to attend the advanced classes without passing an examination in elementary subjects. It was also considered that this system would prevent the classes being overcrowded with young persons able to pay for private tuition who might wish to attend the Painting Classes merely for amusement or as an accomplishment.

Advertisements to this effect were inserted in leading newspapers, and the following Circular was largely distributed:—

Ontario School of Art.

The classes in Drawing and Painting, under the direction of the Ontario Society of Artists, will be reopened on Tuesday, 10th October, 1882, in the commodious rooms, furnished for this purpose, at the Education Department Buildings, St. James' Square (Church Street Entrance).

TERMS.—*Day Classes*—Elementary and Advanced Courses, $6 per term of 36 lessons. *Evening Classes*—Specially available for mechanics, teachers and Normal School students, $3 per term of 36 lessons.

The Classes will be conducted as follows:—

MORNING CLASSES—Mondays, Wednesdays and Fridays, from 10.30 a.m. to 12.30 p.m.
AFTERNOON " —Mondays, Wednesdays and Fridays, from 2 p.m to 4 p.m.
EVENING " —Mondays, Wednesdays and Fridays, from 7.30 p.m. to 9.30 p.m.
Fees to be paid strictly in advance.

Programme of Studies.

ELEMENTARY COURSE.—Freehand Outline, Model Drawing, Geometry, Perspective.

ADVANCED COURSE.—Freehand Shaded, Ornamental Design, Painting in Water Colours, Painting in Oil Colours.

MECHANICAL COURSE.—Practical Geometry (Plane and Solid), Machine Drawing, Building Construction. (Students in this class need not take the Elementary Course.)

Students for the Advanced Course must pass the necessary examination. This applies to Day and Evening Classes.

The Entrance Examination for Advanced Classes will take place on Monday, 9th Oct.

An examination will be held at the end of each session, and students having passed satisfactorily in the subjects prescribed, will be entitled to receive Certificates of Proficiency, Teachers' Certificates will also be granted.

Students will have access to the Art Library of the Education Department, and be allowed to copy from the paintings, sculptures, etc., in the Educational Museum.

For further information, apply to the Superintendent, Education Department, Toronto.

N.B.—Classes in Water and Oil Colours are $5 each per term of 12 lessons.

Each pupil admitted filled a printed form of application as follows:—

Application for Admission to the Drawing and Painting Classes at the Ontario School of Art.—Education Department.

Freehand Outline.	Model Drawing.	Geometry.	Perspective.	Freehand Shaded (Flat).	Freehand Shaded (Casts).	Ornamental Design.	Practical Geometry.	Machine Drawing.	Building Construction	Painting in Water Colour.	Painting in Oil Colours.

I am desirous of attending the Classes marked in the above subjects.

Name

Date.	Age.	Occupation.	Address.	Purpose of Study.

The entrance examination for advanced classes commenced under the direction of the Superintendent and the teachers, in the Public Hall, on the 10th October.

Printed examination papers, Drawing-boards, etc., were supplied to each pupil.

The following list shows the number of pupils that passed the first examination:—

No. of Students.	Subjects in which they passed.
28	Freehand Drawing.
17	Perspective "
28	Memory "
21	Geometrical "
12	Model "

As this was the first time that examinations had been held, and many students who had previously attended the school were unprepared for an examination, the Council decided to have a second examination on the 20th November. This was conducted in a similar manner to that of the 10th October, and the following list of successful candidates shows the excellent results of the labour of the teachers during this short interval:—

No. of Students.	Subjects in which they passed.
25	Freehand Drawing.
26	Perspective "
26	Memory "
30	Geometrical "
15	Model "

The following Table shows the number of Students that attended the Morning, Afternoon and Evening Classes, their sexes, occupations, and purpose of study:

OCCUPATION.	PURPOSE OF STUDY.	No. of Students.
	Morning Classes.	
	Males.	
Physician	Professional	1
Artists	"	2
Art Students	Improvement	2
	Females.	
Students	Teaching	13
"	Improvement	8
Student	Professional Artist	1
"	Indefinite	1
	Total	28
	Afternoon Classes.	
	Males.	
Artist	Professional Artist	1
School Pupil	Indefinite	1
Student	Professional Artist	
No occupation	Improvement	
	Females.	
Students	Professional Artist	2
"	Teaching	21
"	Improvement	20
"	Indefinite	1
School Pupils	Improvement	5
	Total	53

Number of Students that attended the Morning, Afternoon and Evening Classes, their sexes, occupations, and purpose of study.—*Continued.*

OCCUPATION.	PURPOSE OF STUDY.	No. of Students.
	Evening Classes.	
	Males.	
Architectural Draughtsmen	Technical	2
Boiler Maker	"	1
Cabinet Makers	"	2
Carpenters	"	6
Designer	"	1
Engravers	"	15
Lithographers	"	6
Piano Stool Maker	"	1
Printer	"	1
Painters and Sign Writers	"	6
Photographer	"	1
Pattern Maker	"	1
Tinsmiths	"	2
Telegraph Operator	Professional Artist	1
Clerks	Indefinite	7
Cutter	"	1
Stenographers	"	2
No occupation	"	12
Normal School Students	Professional Education	19
Artist	" Artist	1
School Pupils	Indefinite	9
	Females.	
School Teachers	Professional Education	4
Normal School Students	" "	2
No occupation	" Artist	2
"	Teaching	10
"	Improvement	6
	Total	121

The total number of Students that attended was as follows:—Morning Classes, 28; Afternoon Classes, 53; Evening Classes, 121; Grand Total, 202.

The following is an analysis of the purposes of study as mentioned:—

55 Students represent the various Trades and Manufactures.
44 " are studying to become Teachers of Drawing.
21 " are Normal School Students.
4 " are School Teachers.
7 " are studying to become Professional Artists.
1 " is a Physician studying for professional purposes.

The other students in attendance include those who are studying for general improvement and are undecided as to their future employments.

At a subsequent meeting of the Council, which has been most unremitting in its labours and endeavours to advance the interests of the school, a Committee of Examiners was appointed, and rules for examination of students prepared, and the following circular issued:—

Ontario School of Art.—Education Department, Toronto.

RULES FOR EXAMINATION OF STUDENTS.

1. Elementary Classes :—

1. Freehand Drawing from flat examples.
2. Freehand Drawing from models.
3. Practical Geometry.
4. Linear Perspective.
5. Memory Drawing.

Examinations will take place on the above subjects at the commencement and close of each session, and Certificates of Proficiency will be given to successful Candidates for each subject. Students who hold the first two, and one other of the five Certificates, will be permitted to study in any or all of the Advanced Classes.

2. Advanced Classes for Teachers' Certificates in Public or High Schools and Mechanics' Institutes :—

1. Shading from flat example.
2. Advanced Perspective.
3. Outline Drawing from the round.
4. Shading from the round.
5. Drawing flowers and objects of Natural History from flat examples.
6. Blackboard Drawing.

Examinations will be held on the above subjects at the close of each session. Candidates will receive Certificates for subjects passed at each session, and need not present themselves a second time for examination on any subject for which they already hold a Certificate. Students in possession of all the Proficiency Certificates in the Elementary and Advanced Classes will be entitled to a Teachers' Certificate.

3. Technical Instruction Classes :—

Students must pass an examination in Freehand Drawing before they will be allowed to study in any of these Classes.

1. Mechanical and Machine Drawing.
2. Plane and Solid Geometry.
3. Ornamental Design. Shading from the flat and round.
4. Linear Perspective.
5. Plan Drawing. Building Construction.

Certificates of Proficiency will be given for each of the above subjects. Students passing in all the subjects will be entitled to a Technical Instruction Certificate.

Toronto, January 8th, 1883.

A Conversazione and Exhibition of Students' work was given by the Students and Council on the 18th January, 1883. It was largely attended, over 2,000 invitations having been accepted.

The School closed on the 20th January, 1883, and the following abstract shows the satisfactory result of the examinations during the session :—

Students Entitled to Certificates.

	Male.	Female.		Male.	Female.
Freehand Drawing	32	31	Shading (from Round)	4	0
Linear Perspective	23	24	Drawing Flowers, etc	4	1
Memory Drawing	33	35	Blackboard Drawing	7	7
Practical Geometry	29	29	Mechanical Drawing	2	0
Drawing from Models	15	18	Plane and Solid Geometry	1	0
Shading (from Flat)	3	0	Building and Construction	1	0
Advanced Perspective	2	1			

Total number of Certificates 302

The Students were supplied with drawing boards, easels, etc., free, and with drawing materials at cost price.

It is proposed that pupils in the Mechanics' Institutes, taught by qualified teachers, be allowed the same privileges as the Art School Students in being candidates for examination, and receive the certificates awarded by the Council. This will not necessitate Mechanics' Institutes students attending the examinations at Toronto, as sealed papers will be sent to the persons appointed to conduct the examinations.

It has also been suggested in order to increase the study of Drawing in our Public and High Schools, that any teacher or pupil may be a candidate for examination and entitled to certificates the same as Art School students. They must, however, be personally examined by the Board of Examiners, on the subjects specially appertaining to

Teaching, before a Teacher's Certificate will be granted. By this system the Province would be supplied with a long-felt want of qualified teachers of Drawing, for whom there is a vast field of labour, and good remuneration for their services.

The importance of training Art teachers has long had the consideration of older countries. Immense sums are annually expended in England for this purpose, and the success of their work, by teaching mechanics and artizans, has been repaid one hundredfold by increasing the value of the manufacturing products of that country.

A few years ago the attention of French manufacturers was called to the rapid strides made by England in Art Education, as shown in the artistic finish of certain manufactured goods. They appointed a Commission to visit England, and ascertain particulars as to the administration and management of Schools of Art and Design, and especially the system adopted in the training of teachers of Drawing. Some time after their return the Municipal Art Schools of Paris were re-organized, and it was decided to hold annual examinations for granting diplomas to teachers of Drawing capable of teaching in the city schools.

The first examination showed the necessity of a regular systematic training and examinations for Art teachers. Out of 171 applicants, only 27 passed on the artistic and 13 on the geometrical subjects. In the following year, only 11 out of 90 candidates passed.

We are no doubt in a similar position to-day. There are many teachers of Drawing in our Province who could not pass even the preliminary examinations now required.

Our neighbours across the border were in a similar position, which they are now trying to remedy by establishing Art Schools where teachers are trained. The following extract is from a recent report of the Normal Art School of Massachusetts:

"The aim of the school is to provide teachers of Industrial Art, as a means of remedying, even if indirectly, the deplorable want of skill and taste in the industries of the State. Imported skilled labour has taken the lead. We must have Schools of Art and Science in every city, town and village, before any reasonable hope can be entertained of influencing most favourably our varied Institutes. These schools and classes must have specially trained teachers, and such teachers are not self-created.

"Not only cannot our most valuable products compete with those of the more advanced nations abroad, but they cannot hold the home markets against the raids of foreign skill.

"The Universal Exposition just closed at Paris, while promising larger measures of good for our country, and winning special honours for this school, has furnished an additional illustration of the popular and industrial needs among us."

They also make the following remarks in reference to the importance of mechanics being taught Drawing:

"The Workmen's Schools at Wurtemburg are good examples of the practical teaching of Drawing to Industrial Classes.

"They have Trade Schools, in which the teaching is adapted to artisans, and Schools of Practical Art for Ornamental Designers, Art workmen and teachers. Those schools are open to all persons who can produce testimonials of good conduct and industry, and the Government insists that such schools shall be established in every town and village, however small, where any kind of trade is carried on.

"The drawing is adapted in the Trade Schools to the wants of the district. Thus in Stuttgart the branches of drawing taught are specially adapted to the work of builders, carpenters, locksmiths, saddlers, etc. In the Art Schools, the copying from the flat and round is carried on, together with modelling in wax and clay, and casting figures and ornaments in plaster."

The Royal Commissioners say, in their Report: "We are especially happy to see the position taken by the drawing and modelling classes, and their influence on the industries of the country. The system on which drawing is taught is calculated to educe all the power and to awaken the interest of the pupils. Drawing from the casts is studied at the same time as modelling from copies, the pupil thus obtaining sound notions of the relation between the 'flat' and the 'round.' Drawing from memory is much

practised in these schools. They do not encourage the study of subjects that require long labour, such as finely shading a drawing from a large cast; and whilst the projection of shadows is taught on the most scientific principle, the mere execution is carried out boldly and in a broad manner. Drawing thus becomes a mental rather than a mere manual labour."

The advantages of similar art instruction in this country can scarcely be estimated. It will develop the intellect of the people, and increase the value of industrial products. Manufacturers will be benefited by the skill of their workmen. How frequently it is that only one man in a large establishment is able to make working drawings; during his absence, sometimes work has to stand still. The necessity of art education to mechanics is proved by the action of English tradesmen, who frequently insert in the indentures of their apprentices that the youth shall attend a school of art for a certain number of nights in each year of his apprenticeship.

Appended is a Report on a brief visit I recently made to Art Schools in the United States.

Report on Art Schools recently visited in the United States.

Annexed are detailed statements respecting the Art Schools I visited; in addition I obtained considerable practical information as to details of management, equipments, etc.

PHILADELPHIA.

The schools I visited in this city represent three grades.

1.—*The Spring Garden Institute.*

This Institute has Day and Evening Classes, specially adapted for mechanics and artisans. The Directors lay great stress upon the fact that they act as employment agents, inasmuch as applications are made to them for youths skilled in drawing, also that their students command better wages and become more valuable to their employers after attending the school.

2.—*The Philadelphia School of Design for Women.*

The chief aim of this school is to train young women in the art of design, so that they may turn it to profitable account, and to educate those who are desirous of becoming teachers, a regular course of study is required extending over three years. The State Legislature has recently made an annual grant to this school.

3.—*The Pennsylvania Academy of Fine Arts.*

This Academy is specially for the education of artists. I obtained considerable information as to management and details from the Curator which will be valuable in our own school. Several Canadians have availed themselves of the excellent training in this Institution.

NEW YORK.

There are several Art Schools in New York, but I only visited the Cooper Institute, as I considered I could spend my limited time more profitable there than in schools of higher grade.

The Cooper Union for the Advancement of Science and Art.

This noble Institute has free Morning and Evening Classes—fees are charged in the afternoon. It was my privilege to meet the founder, Mr. Peter Cooper, who has not only

bequeathed the Union Block Buildings for Free Educational purposes, but from time to time contributed large sums for its support and enlargement. That gentleman gave instructions that I was to have every facility for examining the working of the Institution, and by this means I had no difficulty in obtaining all the details I required.

The Art Schools are divided into a Women's Art School, and Evening Classes for mechanics and others.

The Women's Art School is under a separate management or Advising Council of Ladies.

The Morning Classes in this school are free, and are intended for the training of young women desirous of obtaining independent employment in the industrial arts. The school is conducted on business principles and takes orders for illustrating, designs, wood engraving, etc. Nearly $20,000 was earned last year, all of which was paid to the pupils themselves. The importance of these classes is so much valued that Messrs. Prang & Co., Art Publishers, contributed $750 towards the pay of one of the teachers.

The school is now so large that it occupies an entire floor of the Building. Nine Classes are at work every day, except Saturdays and Sundays, from nine till one o'clock; about 300 pupils attend each session. The applicants for these classes in 1881 numbered nearly 1,000.

The Afternoon Classes are for those who can afford to pay, these classes are largely patronized.

Free Night Classes.

Classes are conducted in Science and Art, these are all under the direction of Dr. Plympton.

A sixth-storey has recently been added to the building for the Evening Classes. I found every room full of attentive students. The following list of pupils who attended the Free Night School of Art in 1881 shows the subjects studied, and is valuable for reference as to those subjects likely to be most required in the Evening Classes of the Ontario School of Art.

Pupils Admitted during the Term.

Perspective Drawing	90
Mechanical "	260
Architectural "	235
Drawing from Cast	130
Form Drawing	85
Industrial "	160
Freehand "	545
Modelling in Clay	117
Total in School of Art	1622

Out of this number 321 received certificates.

The Directors have frequent applications for young men with some proficiency in drawing, from manufacturers, decorators, architects, and others.

In the Modelling Class, I found middle-aged men, young men and boys diligently at work on models applicable to their various trades and employments.

BUFFALO.

As I was passing through Buffalo, having ascertained that there was a Decorative Art Society for Women, I waited over to visit that Institution.

This Society is for the assistance of ladies desirous of increasing their means by work of an artistic character. It is very successful. The Evening Classes are largely patronized, the fees being only 10c. per lesson.

I now beg to refer you to the detailed reports on each of the schools visited.

PHILADELPHIA.

Spring Garden Institute.

This Institute was organized in 1851, and is supported by revenues of the property voluntary contributions, and fees from pupils.

Day Classes in Drawing and Painting.

The School year is divided into two terms of nineteen weeks each, viz. :

11th September to 27th January.
29th January to 11th June.

Open for instruction every secular day of the week except Saturday.

Charges for Tuition.

Per Season (two terms)	$40 00
Per Term (19 weeks)	20 00
Single Lessons (not less than 12)	1 00 each.

Subjects Taught.

Design and Composition.
Perspective and Colour Harmonies.
Painting in Sepia, Oil and Water Colour.
China Painting, under and over Glaze.
Drawing from the flat and round.
Stained Glass Painting, etc.

Evening Classes in Drawing.

Term of six months—

Fees for one night per week, 24 lessons,	adults		$3 00
" " "	minors		2 00
" two "	adults		6 00
" " "	minors		4 00

Subjects Taught.

1. Freehand Drawing.
   " Elementary Drawing.
   " Drawing from the Flat.
   " Drawing from Models.
2. Mechanical Drawing.
   " Geometry.
   " Scale Drawing from the Flat.
   " Scale Drawing from Models.
   " Conventional use of Colours.
3. Architectural Drawing.
   " Drawings to Scale.

The Freehand Classes also make sketches and design ornaments.

The following statement shows the Evening Classes in operation and number of pupils in attendance at the time of my visit.

Freehand Drawing, two nights per week.
Shading from the Flat and Round, four nights per week.
Mechanical Drawing, two nights per week.
Architectural Drawing, two nights per week.

The school rooms provide accommodation for about 150 pupils per night. Average attendance, about 450 pupils. The students have the use of a library containing over 12,000 volumes.

Brief lectures are given to the pupils on Architecture, Perspective, Principles of Composition and of Design, Harmony of Colour and similar subjects.

Public lectures are also given one night each week for about twenty weeks, free to students of the Art School, but a small charge made for admission of the general public.

Equipments and Supplies.

Students in the Mechanical and Architectural Classes are supplied with drawing boards, T. squares, triangles, etc., and are only required to furnish drawing instruments and paper.

Students in the Freehand Classes have to provide only paper, pencils and crayons.

Paper, pencils, etc. are sold by the Institute to students at cost price.

1. Desks.—The desks for Freehand Drawing are made to economize space, with narrow tops, allowing the drawing board to pass underneath the stand which holds the copy.

2. The desks for Architectural Drawing have racks to hold drawing boards, and are placed at such a distance apart as to allow the teachers to pass behind each pupil.

3. Seats.—The seats have revolving stands and pivots for elevating or lowering, but are being abandoned as unnecessarily expensive.

4. Gas.—There is a light suspended over each desk, with common tin reflector.

The drawing boards are numbered and each student has to take charge of his own board, placing it in the rack at close of lessons.

Day Classes are conducted in oil and water colours, modelling in clay, glaze decoration, and other higher branches of Art.

There is a kiln-room for baking the work of pupils. Private studios are fitted up for a limited number of artists at a charge of $100 per annum, entitling them to use of room, attendance in the school, use of models, copies, etc.

Philadelphia School of Design for Women.

This school was founded in 1847, by Mrs. Peter, wife of the British Consul at Philadelphia. It is now a corporate body, holding extensive premises on Broad Street.

The government of the school is vested in a Board of twelve gentlemen as Directors, who appoint, from time to time, a Board of Lady Managers.

Means of Support.

It is not self-sustaining, but supported by pupils' fees and voluntary contributions, and aided by a grant of $3,000, from the State Fund for Education, for which in return, forty pupils from the Public Schools are allowed to attend free.

Objects of the School.

The aim of this institution is to systematically train young women in a knowledge of the principles and practice of the art of design; to develop their talents in this direction and of all the connected branches of art study.

Particular attention is given to those who study for the purpose of imparting instruction. A systematic and prescribed course is exacted and certificates given only to those who pass regular examinations.

Terms.

The tuition fee is twenty dollars per term.. The school year is divided into two terms. To those requiring preparation for special classes there is an extra charge of five dollars per term.

Students desiring instruction from more than one master in the higher branches are charged an additional fee of ten dollars per term.

Subjects Taught.

There are seven distinct classes :

Class A. Preparatory Course.
" B. Ornament, with its sub-divisions.
" C. Landscape.
" D. Human Figure.
" E. Modelling.
" F. Engraving.
" G. China Decorating.

Class A.—Preparatory is divided into six stages and requires the study of Practical Geometry, Perspective, Model Drawing, Ornament from the Cast, Drawing from Plants, Light and Shade, Line Shading, Time Sketching, Elementary Design and Water Colours.

Class B.—Ornament is divided into three stages and embraces the study and practice of the principles of ornamentation as applied to art manufactures, with original designs suitable for some line of industry. Instruction is also given in the main features of architecture so as to assist in qualifying students for the position of architects' assistants. Colour is taught as applied conventionally.

Class C.—Landscape is divided into three stages, it comprises Practical Perspective, Composition, Secondary Grouping, Individual Trees, Plants, etc., Light and Shade, Colour as applied to Landscape and Sketching from Nature.

Class D.—Human Figure is divided into seven stages, it includes Figure Subjects Perspective, Composition, Grouping, Single Figures (including the study of Antique Statuary, Draperies, etc.) Light and Shade and Colour.

Class E.—Modelling—Modelling the Human Figure or Ornament, Vase Forms, Flowers and Fruit, and painting on the biscuit.

Class F.—Engraving.—Wood Engraving, Drawing on Wood, Lithography and Etching.

Class G.—China Decorating.—Landscape and Figures on China, Flower Painting, Ground Laying, Gilding and Decorating on Glass.

The diploma of the school is granted to those students only who complete the subjects of study and pass the examination in classes A., B., C. and D.

The regular course extends over four years.

Students have to satisfactorily complete certain requirements before they can be promoted from one class to another.

Number of Students.

About 350 students attend the two terms per year. From 12 to 15 graduate each year.

Equipments.

The school is well fitted up ; the desks have drawers for the pupils' work and racks to hold drawings, also rack to hold drawing board when not in use.

Pennsylvania Academy of Fine Arts.

Objects of the School.

1. To afford facilities and instruction of the highest order to those persons, men and women, who intend making painting or sculpture their profession.

2. To extend, as far as possible, the same benefits as a foundation to engravers, die sinkers, illustrators, decorators, wood carvers, stone cutters, lithographers, photographers, etc., who have always been largely represented in the school. No advantages but those of pure art education are offered to them, they learning outside with masters in the workshop or in technical schools the mechanical parts of their art or trade.

3. To let amateurs profit by the same facilities. When the classes are crowded, preference in admissions will be given to applicants in the order aboved indicated.

In the anatomical department, the advanced students dissect, and the demonstrators use largely, in the dissecting room, the nude living model for comparison.

A course of thirty-five anatomical lectures are given, and also a series of lessons in perspective and composition.

Animals are also dissected from time to time, and a living horse is used in the modelling room each season for a pose of six or eight weeks.

The hours being arranged so as not to interfere with each other, every student has an opportunity of modelling in clay, as well as of painting, from the nude.

Terms.

The Board of Directors of the Academy having decided to change the system of the school, and to make a charge for admission, instead of having the instruction free as heretofore, the following rate of charges is established.

For the season of eight months, including all privileges	$48 00
For one month, same privileges	8 00
" " Antique Class, day and night	4 00
" " Night Life Class	4 00

The school year begins the first Monday in October and ends the last Saturday in May.

Admission of Students.

Any person of good character of either sex, and over fifteen years of age, giving satisfactory evidence of ability to profit by the course of study will be admitted, on application made in compliance with the following directions:—

Students are admitted to the Antique Class without being required to submit any drawing for examination.

Students will be transferred from the Antique to the Life Class as soon as they have demonstrated by their work in the Antique, their ability to profit by the Life Class work.

Each student desiring this advance must submit to the Committee on Instruction a specimen of his work executed in the Academy.

Applications for transfer to the Life Class must be made upon a printed form, and, when the applicant is a minor, the permission of a parent or guardian must be signed to it.

Life Class students only will be admitted to the dissecting room; and the same restriction applies to the modelling room at the hours assigned for modelling from the living figure.

Students of the Antique, as well as Life Class students, are entitled to attend the lectures on art anatomy in the lecture room, and any other lectures that may be provided for the school, unless specially prohibited. They may also use the modelling room when it is not occupied for the regular sessions of the Life Class.

Equipments.

Students are provided with closets and boxes, drawing boards and modelling stands.

Each student on taking out his ticket, deposits one dollar, which is returned to him when he gives up his keys and returns the property of the Academy which he has been using.

The easels, boxes, etc., are all numbered.

The average attendance is 100 students.

In the Modelling and Life Classes the sexes are kept separate.

There is a good reference library and a collection of over 60,000 engravings arranged in chronological order according to engravers.

The Cooper Union for the Advancement of Science and Art.

This institute has been established for twenty-four years. The property was transferred to the trustees by Mr. Cooper, in 1857, at the cost of $630,226. The trustees have since that time expended over $900,000 in giving free instruction to the public. The annual expenditure now amounts to nearly $50,000. This sum has been derived from the rents of the building, and from the income of a special endowment of $150,000 made by Mr. Cooper for the support and increase of the Free Reading Room and Library.

The Day and Evening schools are kept open during eight months in the year.

The Reading Room is kept open every day from 8 a.m. until 10 p.m., with a daily attendance averaging over 2,000 in winter.

Free lectures are given two or three times a week in Natural Philosophy, Chemistry, English Literature, Rhetoric and Elocution.

On Saturday evenings, lectures are given on popular subjects.

Evening Schools.

The Art Department of the Evening Schools embraces instruction in all branches of Drawing, Freehand Drawing, Architectural, Mechanical and Drawing from the Cast, also Industrial Drawing and Design and Modelling in Clay. Lectures and lessons are given in Perspective.

Terms—Free.

The season commences 1st October, and ends on the 15th April.

Each applicant for admission must be at least fifteen years of age, and should bring a letter of recommendation from his employer.

Ladies are not admitted to any of the Evening classes in the School of Art.

As only a limited number of pupils can be admitted to the classes, a preference is given to those whose occupations have special reference to the studies taught therein.

Any pupil absent three times, without a satisfactory excuse, forfeits his position in the school. Pupils absent for sufficient cause, and who wish to retain their position, should report to the Director, either in person or in writing, before three absences have been recorded.

No pupil can leave the school while his class is in session, except with the written permission of his instructor.

During the second week in April, the examination of the pupils of the School of Art are held. To those pupils who have passed through the examinations creditably and have been regular in attendance, certificates are awarded either of the first or second grade, according to their progress and ability.

Those pupils who have not pursued the regular course, but have successfully completed the study of any particular subject, will receive a certificate therefor.

During the last week in May, the reception of the pupils of the School of Art is given, for which they are required to deliver, during the term, to their instructors, any drawings which the latter may deem worthy of exhibition. The drawings, however, are, in all cases, the property of the pupils, and will be returned to them at the close of the reception. The trustees reserve the right to retain at least one drawing from each pupil, if they so desire.

Only those pupils who have received certificates are advanced at the end of the term.

No expense whatever is incurred by the pupils, except for the purchase of text books and drawing materials.

In order that the pupils may be able to purchase only what they need, and at the lowest price, they are enabled to obtain all that they require at the school, at the trade prices.

The number of applicants that can be admitted to the School is as follows:—

Architectural Drawing	200
Descriptive Geometry	50
Mechanical Drawing	220
Drawing from Copy	300
Decorative Designing	150
Drawing from Cast	60
Drawing from Form	90
Perspective	80
Modelling in Clay	100

Eleven Teachers are employed in the Evening Class of the Art Department.

Each of the Art Classes is in session from 7:30 to 9:30, and with the exception of the Cast, Perspective, and Rudimentary Mechanical Drawing Classes, each is divided into three sections.

The sessions of the 1st section are Mondays and Thursdays.

The sessions of the 2nd section are Tuesdays and Fridays.

The sessions of the 3rd section are Wednesdays and Saturdays.

The Cast Class is in two sections only: the first meeting Monday, Wednesday and Friday; the second meeting Tuesday, Thursday and Saturday.

The Perspective Class is in two sections: one meeting on Wednesday and the other on Saturday.

The beginners in Mechanical Drawing form one class, meeting on Monday and Saturday.

Women's Art School.

This department of the Cooper Union has been established by the Trustees, in accordance with the provisions of the trust deed, for the purpose of affording instruction in the Arts of Design to women who, having the requisite taste and natural capacity but are unable to pay for instruction, intend to apply the knowledge acquired in the Institution to their support, either by teaching or pursuing Art as a profession.

Rules and Regulations.

The annual term commences on the first of October and terminates on thirtieth day of May, in each year. Students are not admitted for less than one school year.

Ladies desiring to be admitted to the school must apply either in person or in writing to the Principal, and give a responsible written reference as to character, fitness and inabililty to pay for instruction. The ages of admittance are between 16 and 35 years, except for the Free Hand Drawing Class; applicants for this class, under 16 years, are only admitted on showing drawings which indicate extraordinary talent. All eligible persons will be admitted in the order of their application.

Pupils are not permitted to pay for any instruction given in the morning school, but must provide, at their own expense, all materials required for their instruction, such as papers, pencils, crayons, colours, brushes, and instruments, but not models or easels, which are provided by the trustees.

The hours of attendance are from 9 a.m. to 1 p.m. daily, except Saturdays and Sundays.

The annual exhibition will take place during the last week in May, when certificates and medals will be awarded to deserving students.

A special teacher is provided for Engraving on Wood and a special class formed, into which pupils are admitted as soon as they have an adequate knowledge of drawing.

Pupils in this class are not taken for less than three years. Orders are received for engraving, and will be executed by the pupils to whom they may be assigned by the teacher, and the money thus earned is paid to the pupils who may be entitled to it, but it is distinctly announced that the school is intended chiefly for instruction, and when the number of skilled pupils becomes inconveniently large, the more advanced must give place to learners. Orders will be received at this school, and given out to those who have been pupils to be executed at home.

Course of Instruction in the Morning School.

Elementary Drawing from Objects.
Cast Drawing.
Life Drawing.
Normal Designing Class.
Oil Painting (for graduates of the school only).
Photography, { (*a*) Retouching of Negatives. (*b*) Retouching of Positives in Oil Colours, Water Colours, Crayons and India Ink. (*c*) Porcelain Painting.
Engraving on Wood.

The Morning Classes are free.
The average attendance at Morning Classes is about 300 pupils.

There are nine classes at work from 9 till 1 o'clock every morning, except Saturdays and Sundays.

Course of Instruction in the Afternoon School.

Elementary Drawing from Objects.
Cast Drawing.
Life Drawing.
Oil Painting.
China Painting.
Designing Class.
Engraving.

The following Fees are Charged in the Afternoon Classes.

Drawing Class	30	lessons	$15
Designing Class	30	"	15
Oil Painting Class	20	"	15
China Paintings	6	"	5

Wood Engraving Class for amateurs, special terms.

The Reading Room and Library.

The average daily attendance is over 2,000.
There are over 300 foreign and domestic newspapers and periodicals on file.
From 500 to 600 books are read and consulted each day which are not permitted to be taken from the Library Room.

Decorative Art Society, Buffalo.

This Society was established by the Ladies of Buffalo, in 1879, for the exhibition and sale of Decorative Art, and to give instruction to those who are desirous of improving themselves and obtaining remunerative employment.

Classes.

Rudimental Drawing, Drawing from Cast, Design,	Morning and Afternoon Classes 25 cents per lesson.
Sketching from Life, Out-of-Door Sketching.	Evening Class 10 cents per lesson.

Oil Painting	$0 50	per lesson.
Cincinnati Pottery	10 00	6 lessons.
Flower Painting	0 25	per lesson.
Tapestry Painting	1 00	"
China Painting	1 00	"

4. Report of the Western School of Art and Design, London.

The School is governed by a Board of Directors, consisting (at present) of Col. John Walker, President, W. R. Meredith, Esq., M.P.P., W. Saunders, Esq., Col. R. Lewis, James Griffiths, Esq., R.C.A., James Durand, Esq., John H. Griffiths, Esq., J. R. Peel, Esq., Hugh McMahon, Esq., Q.C., S.R. Davidson, Esq., and Charles Chapman.

The school term consists of three terms of twelve weeks each, with Evening Classes twice each week, and afternoon classes once a week. The fees, $2 for each term, afternoons or evenings. Also separate classes, two afternoons of each week, for porcelain painting.

The classes and subjects taught are Free-hand, Architectural, Mechanical, and Geometrical Drawing, Modelling in Clay or Wax, Lettering, Designing, Model Drawing from parts of machinery or patterns, as required in the various trades of workers in wood or metals; also from plaster casts, etc. Painting from the figure, landscape, plant form and still life, from copy and from nature.

The Expenditure during the year has been as follows:

Rent, fuel, light and attendance	$250 00
Tuition—four teachers	700 00
Secretary and Treasurer's salary	50 00
Printing and advertizing, etc.	43 00
Drawing boards, furniture, easels, fittings, etc.	96 00
Studies and models purchased	282 00
Repairs of models and sundries	21 00
Books, stationery, postage, audit, etc.	14 00
	$1,456 00

The Receipts during the year:

Government grant	$1,000 00
Fees from pupils	651 00
Interest on deposits	4 60
	$1,655 60

The number of pupils enrolled during the year was 457, being an increase of 106 over the number in attendance during the previous year.

The Directors have much pleasure in being able to report that the progress of the pupils in their various classes has been very satisfactory, and, with few exceptions, the attendance has been regular and punctual.

A large number of young men, also some more advanced in life, have availed themselves of the advantages to be derived from the Department of Mechanical Drawing and Modelling, as in all cases the studies are made as much as possible so as to be of practical benefit to their individual trades or professions.

In the other classes, many of the younger teachers in the Public Schools and others are endeavouring to qualify themselves so as to make the knowledge so obtained of practical benefit to them in the future.

The Directors cannot but feel gratified at the success which has hitherto attended the school, and they confidently look forward to still greater success in the future.

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5. Report and Financial Statement of the Ottawa Literary and Scientific Society.

There has been an encouraging increase in the membership during the year, resulting in a consequent increase in the income.

The amount realized from the sale of lecture tickets is more than fifty per cent. greater than that of the previous year, while the sum received for periodicals sold is exactly doubled.

All accounts incurred during the year have been paid, together with some small accounts which had stood over from previous years.

The annual grant of $100 in aid of science classes, was not received in time to be included in the statement for the year, which had closed on the 31st ult., notwithstanding which there is on hand, in addition to this $100, the sum of $77.04 shown by the annexed balance sheet. Of this balance the sum of $50 was appropriated by the Council on the 29th March, for the purchase of new books for the library.

Report of Attendance at Evening Classes.—Technical Instruction:—

Drawing—Freehand, etc.	15	Pupils.
do Architectural and Geometrical	15	do
Natural Philosophy	15	do
Chemistry	6	do

Several others attended irregularly whose names were not recorded. The students in attendance were chiefly clerks and mechanics.

The following is a statement of receipts and expenditure for the year just closed:—

THE TREASURER—In Account with Ottawa Literary and Scientific Society.

Dr.

	$ c.	$ c.
To Balance	50 86	
" Government grant	300 00	
" Members' subscriptions	364 00	
" Lecture tickets	65 25	
" Cash taken at door	14 70	
" Sale of periodicals	38 60	
" Rent of lecture room	52 00	
" Waste paper	6 97	
" Class fees	15 50	
Commander Cheyne's lectures	285 50	
Total		1,193 38

Cr.

	$ c.	$ c.
By Travelling expenses—Lectures	93 95	
" Subscriptions to papers, etc	109 85	
" Custodian's salary	260 00	
" Custodian's commission	23 20	
" Rent	150 00	
" Expenses of classes	17 40	
" Lighting	119 10	
" Fuel	38 65	
" Advertising and printing	121 20	
" Binding	24 95	
" Water Rates	9 36	
" Expenses of premises	3 23	
" Books	1 69	
" Sundries	45 41	
" Stationery and postage	18 35	
" Rent of Opera House	80 00	
" Balance of cash on hand	77 04	
Total		1,193 38

Ottawa, April 14th, 1882.

6 Report of the President of the French Canadian Institute, Ottawa.

The income for the year ending with the 30th of September last has reached $1,585.54, and the charges $1,313.62, leaving a surplus of $271.92 for the year.

Seventy new members have been added to our list of membership. One hundred and thirty-four, out of two hundred and six, have paid their annual fee.

The report of our treasurer shows an increase in every branch of our income.

Four public courses were opened during the year, viz. :—Drawing, Mineralogy, Political Economy and History of Canada.

The Ontario Government has granted an increase of $100 to our annual grant to help us in defraying the expenses of two of these courses.

The Drawing course was attended by eighteen members; that of Mineralogy by twenty; that of Political Economy by about fifty; and that of Canadian History by over two hundred.

The family course with lectures, music, both vocal and instrumental, was well attended by our public.

Apart from these soirees we had a dramatic and concert soiree, which produced a revenue of $205.35.

The interest on the mortgage debt, which was 8 and 10 per cent., has been reduced to 6, thus saving $260 annually.

Many gifts were added to our historical and natural museum, and as soon as our means will permit, it has been decided to have the whole put up in glass cases, so as to be within the reach of every one. A stock of chemical acids and mineralogic apparatus has been bought for the use of those who follow the Mineralogy course, which is given free of charge to every member of the Institution who wishes to avail himself of this course.

I beg to add that we hope that you will see your way clear to help us in our efforts to diffuse among our young people a knowledge of Drawing and Mineralogy, courses for which we were, last year and the year previous, ordered by your representative, Dr. May, to open.

Report of Attendance at Evening Classes.—Technical Instruction :—

Drawing—Landscape		3	Pupils.
do	Ornamental	2	do
do	Linear	2	do
do	Industrial and Geometrical	9	do
Mineralogy		26	do

The students attending these classes belonged to the following professions and trades, viz. :—Advocates, clerks, merchants, lumber merchants, manufacturers and mechanics.

Ottawa, November 4th, 1882.

ANNUAL REPORT OF THE BOARD OF MANAGEMENT, SCHOOL OF PRACTICAL SCIENCE.

The origin and establishment of this school for practical instruction in Industrial Sciences were fully explained in my report for 1881.

This Institution was opened for students in September, 1878, and the Annual Reports of its Board of Management exhibit its satisfactory progress and great usefulness in supplying the want which formerly existed, of the proper means and appliances for affording a thorough scientific and practical instruction in the different subjects in Physical Science, which have an important bearing upon the development and advancement of the mining, mechanical and manufacturing, and other industrial interests of the Province.

The following extract from the Report of the Board to your Honour for the year 1881-2, will show the progress and present condition of this Institution.

(1) Students in Attendance.

A classified list is herewith given of the students in attendance in the several subjects during the terms of Michaelmas and Easter, 1882, also a statement of those attending the courses of evening lectures specially designed for workingmen :—

Chemistry.

	Easter.	Michaelmas.
Students from University College	129	91
Regular Students in Engineering	15	18
Special Students—Veterinary	50	144
" Medical	10	35

Biology.

Students from University College	25	25
Special Students—Medical	18	35

Mineralogy and Geology.

Students from University College	41	84
Regular Students in Engineering	7	7
Special Students	..	2

Engineering.

Regular Students	13	18
Special "	2	..

Mathematics and Physics.

Regular Students in Engineering	13	18
Special "	2	..

This table embraces the regular students pursuing special subjects in the full courses taught in the school, or proceeding to a Diploma in the Department of Engineering or to a Degree in the University. In addition to those there are in attendance at the Evening Lectures now in progress, as a part of the Winter Courses hereafter described :—

In Chemistry	28
In Engineering	55

(2) The fees of the Academic year 1882, derived from the Students proceeding to a Diploma of the School of Practical Science in the Department of Engineering, and paid to the Provincial Treasurer, amounted to $585.00.

(3) With a view to testing how far the special advantages of the School of Practical Science can be made available in carrying out this provision of the Revised Statute respecting the School that "besides Training students in Regular Classes, instruction shall be given to artisans, mechanics, and workmen, by Evening Classes, in such subjects as may further their improvement in their different callings," a series of courses of Evening Lectures was arranged, and given during the past winter as follows:—

1. Inorganic Chemistry; the non-metallic elements—By W. H. Ellis, M.A., M.B.

2. Applied Mechanics; on the calculation of strains and the strength of materials——by Professor J. Galbraith, M.A.

3. Ethnology—By D. Wilson, LL.D., F.R.S.E.

4. Natural History; on the minute structure of the human body—By Professor Ramsay Wright, M.A., B.Sc.

5. Light and Sound—By Professor Loudon, M.A.

6. The Objects of Chemistry as a Science—By Professor Pike, M.A., Ph. D.

(4) The different courses of lectures were carried out with a special view to the requirements of practical instruction in the Applied Sciences. The lectures given by Dr. Ellis on Inorganic Chemistry were largely taken advantage of by Veterinary Students and Druggists, as well as by workingmen in various trades in which some knowledge of chemistry is calculated to be of practical value. The attendance numbered in all 193, of whom 110 were Veterinary Students, and the remaining 83 Druggists, artisans and others.

The Lectures given by Professor Galbraith on Applied Mechanics were also largely taken advantage of, chiefly by Engineers, Machinists, Carpenters, and other skilled artisans to whom such instruction is of special importance. The attendance on the course numbered in all 55.

Tickets available for all these courses of lectures, specially designed for workingmen, were taken by ten.

An analysis of those in attendance on Evening Lectures during the past winter, shows them to have included 110 Veterinary Students, 14 Engineers, Machinists, Blacksmiths, etc., 26 Architects, Builders, Carpenters, Joiners, etc., 4 Brass Moulders, Glass-silverers, etc., 39 Druggists, Salesmen, Clerks, etc.

(5) Arrangements are now in progress for similar courses of Evening Lectures during the current Academic year, on the following subjects:—

1. On the Chemistry of the Metals, and their industrial application—By W. H. Ellis, M.A., M.B., Assistant Professor of Chemistry.

2. On the Theory of the Steam Engine—By J. Galbraith, M.A., Professor of Engineering.

(6) Courses of Lectures will be instituted in other departments in Easter Term, including a series of Saturday Morning Lectures, specially for women, by Professor Ramsay Wright, M.A., B.Sc., on one of the branches of Biological study.

(7) The work now carried on under the joint labours of the Professors and Lecturers of the School of Science and University College has greatly increased the advantages enjoyed by the Students of both Institutions, but the large and increasing attendance renders the present accommodation already inadequate, and will necessitate additional assistance in the laboratories and practical class rooms.

(8) Arrangements have been entered into by the University and College for the establishment of Tutorial Fellowships, which will furnish the required assistants in the departments of Chemistry, Biology, Geology, Mathematics and Physics. In the department of Engineering the Board beg leave anew to press on the notice of your Honour the necessity of an Assistant possessed of a thorough knowledge of Descriptus Geometry and Spherical Trigonometry, as well as of ordinary Levelling and Surveying, including the theory of the instruments. He must also be a good Topographical, Mechanical and Architectural Draughtsman.

COURSE OF INSTRUCTION IN THE SEVERAL SUBJECTS.

1. *Engineering.*

Professor Galbraith's lectures embrace Civil, Mechanical and Mining Engineering. Practical instruction is also given in Topographical and Mechanical Drawing in surveying and field work.

The increasing applications for admission as regular students in this department prove the growing appreciation of the advantages it offers. Twelve new entrants have been admitted this term. The larger number of the present Students found remunerative employment on City Water Works, Railway Engineering and Surveys during the long vacation, and the Professor is in constant receipt of letters from Engineers and Surveyors applying for young men to act as professional assistants.

It may further be added that all of the graduates of the schools are now employed in good positions on engineering work. The facts thus set forth furnish evidence that the value of the School of Practical Science is being more and more recognized by professional men throughout the country. But with the increasing appreciation of the advantages offered by the School, the necessity for important additions to its appliances for practical instruction becomes every year more manifest. One pressing want in this department is an adequate supply of surveying instruments and engineering models; but, in addition to this, it is also desirable that another very important branch of engineering equipment, viz., the requisite apparatus for testing materials, shall be furnished at no distant date.

2. *Chemistry.*

The students of the School of Practical Science and those of University College attend the Lectures and Laboratory instructions given by Dr. Pike and Dr. Ellis.

In the special work of the School Dr. Ellis has given two courses of lectures to the Engineering students on Applied Chemistry.

1. On the Chemistry of Limes, Mortars, Cements, Building Materials, and on explosives, to students of the second year.

2. On Fuel, Furnaces, and the Metallurgy of Iron, to students of the third year.

Owing to the annual increase in the number of students availing themselves of the Laboratory instruction in Analytical and Applied Chemistry, it is indispensable that increased Laboratory accommodation be provided.

3. *Mineralogy and Geology.*

Professor Chapman's instructions in this department include practical teaching in the determination of Minerals, the use of the Blow-pipe and Assaying.

In addition to Lectures on Mining and general Geology and the practical work of this department, a great number of mineral samples have been examined free of charge, for explorers, farmers and others, and much information has been given by letter or personally to numerous applicants from various parts of the Province.

4. *Biology.*

In this department the students of the School of Science have had the full advantage of the lectures delivered by Professor Ramsay Wright in University College, and in addition have had special arrangements for their practical instruction in the School of Science.

Thirty-five Medical students from the two Medical Schools of Toronto are now availing themselves of the opportunities afforded by this Institution, and eight hours per week are devoted to their practical instruction.

During the Easter Term of last session Professor Ramsay Wright also gave a course of Evening Lectures, copiously illustrated, "On the Minute Structure of the Human Body."

5. *Mathematics and Natural Philosophy.*

Professor Loudon, M.A., and Mr. Baker, M.A., and Mr. W. J. Loudon, B.A., carry out systematic instruction in all the branches included in the departments of Mathematics and Physics, available to students both of the School of Science and the College.

The Physical Laboratory is now furnished with a valuable collection of instruments of precision in the departments of Dynamics, Sound, Light and Heat. A large addition is required in Electrical instruments, to adequately illustrate that important branch of physics, and a public appeal is now being made for funds to supply the want.

The Elementary Laboratory has been opened since the last report, and a considerable amount of useful work done by the students in the departments of Mathematics, Physics and Engineering.

Two additional rooms for special experiments in Heat and Sound will be ready at the opening of Easter Term, and will be furnished with appliances of the most complete character.

The Optical room is also far advanced towards completion, but funds are still needed for certain windows. Some workshop appliances are also still required in connection with the Laboratories.

Great progress has been made, to a large extent by University College, toward the adequate provision of means for a thorough training in all the branches of Mathematics and Physics. The Board must now appeal to the Government, on behalf of the School, to complete the appliances still wanting, and so place this Provincial Institution in *all* respects in a state of creditable efficiency.

6. *Ethnology.*

This department forms a part of the honour work in the requirements for a degree in the Faculty of Arts, and is available for Students of the School of Science. A collection of skulls, and of casts illustrative of typical race—forms are now being made—along with Archæological and Anatomical illustration.

The Lectures embrace Anthropology, the Physical Distinction of Ancient and Modern Races, and the Influence of the Ethnical Element in History. They also include the Physiological Basis of Classification of Ancient and Modern Races.

In concluding their report the Board again call attention to the fact that, as compared with other Technological Colleges and Schools of Science, this Institution is still imperfectly equipped. The arrangements by means of which the services of the Professors of Mathematics and Physics, of Chemistry, Biology, and of Mineralogy and Geology in University College are made available for the Students of the School, have largely added to its efficiency; with their aid, in co-operation with the Instructors of the School of Science, it is now successfully carrying on the work for which it was instituted, and as they confidently believe is making some adequate return to the Province for the annual expenditure it involves.

The Board trusts that their renewed appeal for additional aid in the work of instruction, and for a more adequate equipment in the practical appliances of various departments, will meet with a liberal response, so as to place the School of Practical Science of Ontario on a footing in all respects thoroughly creditable to the Province.

Lists of the regular Students in Engineering, and of those who attended the Evening Classes, will be printed as a Sessional Return for 1883.

An Order in Council was accordingly passed on the 30th December, 1882, to give effect to certain of the representations contained in the report of the Board of the School, according to the recommendation contained in my report to your Honour of the 27th December, 1882, as follows:—

(1) That instruction in the department of Analytical and Applied Chemistry in the School is essential, in order to enable the students to become proficient in the application of Chemistry to Manufactures and other industrial objects.

(2) That such instruction can only be adequately afforded when satisfactory accommodation and appliances are supplied, and Dr. Ellis, Assistant Professor of Chemistry in the School, be specially entrusted with such instructions as are required in the School for the Diploma in the department of Analytical and Applied Chemistry, in valuing elementary Chemistry with practical work in the Laboratory, also Applied and Organic Chemistry with Laboratory work, including Technical and Mineral Analysis. Also, that Dr. Ellis should also afford instruction in courses relating to Physiology, Hygiene, and Forensic Medicine.

(3) That in certain branches, such as in Theoretical Chemistry and in Practical Analysis, the students of the School and of University College have alike availed themselves of the instruction given by the Professor of University College and by Dr. Ellis, yet in certain other respects the line between the subjects prescribed in the University course and in the school is sufficiently distinct to enable the duties of the Professor and Assistant to be separately performed.

(4) Much of Dr. Ellis' time hitherto has been required in assisting the Professor in the work of instruction prescribed for the students of the College, but as by the Statute of University College, passed by the Council on the 16th day of December, 1882, the Professor will be aided by the Fellow thereby attached to the department of Chemistry, a portion of such work can be taken by such assistant, and Dr. Ellis partially relieved therefrom, and enabled to give more time and attention to such branches as are specially within the scope and objects of the School of Practical Science.

(5) The report of the Board of the School just submitted to your Honour, gives full details of the satisfactory progress made in the several subjects taught in the School to the regular and special students therein, and to those of University College, as well as by the Evening Lectures specially designed for workingmen. The Board proceeds to state "that the work was carried on under the joint labours of the Professors and Lecturers of the School of Science and University College, has greatly increased the advantages enjoyed by the students of both Institutions, but the large and increasing attendance renders the present accommodation already inadequate, and will necessitate additional assistance in the Laboratories and Practical Class Rooms." The report then refers to the establishment, by University College, of Tutorial Fellowships as furnishing the required assistants in Chemistry, Biology, Geology, Mathematics and Physics, and while recommending to your Honour the necessity of appointing an assistant to the Professor of Engineering, the Board reports that "in the department of Chemistry, owing to the annual increase in the number of students availing themselves of the Laboratory instruction in Analytical and Applied Chemistry, it is indispensable that increased Laboratory accommodation be provided." And the Board, in conclusion, calls attention again to the condition of the School, "which, compared with other Technological Colleges and Schools of Science, the Provincial School is still imperfectly equipped."

(6) The Board has further recommended that the sum of $1,100 should be provided for fitting up an additional practical Laboratory, in order that the upper Laboratory may be placed exclusively under the control and for the use of Dr. Ellis, in his work of instruction. The Chairman of the Board has also recommended that in consequence of such necessity for increased accommodation, and the growing demands for instruction, Dr. Ellis' department in the School should be placed in the same position as that of Engineering under a Professor, and that Dr. Ellis should be appointed "Professor of Applied Chemistry" therein.

The undersigned, therefore, recommends to your Honour that Dr. Ellis be so appointed accordingly, and that such additional accommodation and appliances as may be required in the premises be provided out of funds that may be appropriated by the Legislature for this purpose.

APPENDIX TO PART IV.

CONTAINING DETAILS OF CONDITION OF EACH MECHANICS' INSTITUTE, IN 1882, ARRANGED ALPHABETICALLY.

APPENDIX.

AILSA CRAIG MECHANICS' INSTITUTE.

Incorporated 1877.

Number of Members, 109. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 20 88	For Salaries	$ 36 00
From Members	104 35	" Books (purchase of)	211 31
" Legislative Grant	150 00	" Works of Fiction (purchase of)	13 67
" Donations in money	10 00	" Magazines, Newspapers, etc..	2 25
" General Lectures and Entertainments	7 60	" Miscellaneous	23 30
" Other sources	7 35	" Balance on hand	13 65
Total	$300 18	Total	$300 18

LIBRARY.

	Vols. in Library.	Vols. issued.
Biography	141	116
Fiction	186	680
History	125	107
Miscellaneous	444	768
Poetry and the Drama	40	36
Periodical Literature	20	61
Science and Art	157	116
Voyages and Travels	86	182
Works of Reference	25	4
Total	1224	2070

Assets, $1,219.65. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1878 to 1882, $900.

REMARKS.

The Inspector reports that the ledger is well kept, and the officers are zealous and careful.

NOTE.—On comparing this Report with that of last year, it will be found in a few cases that the cash balances on hand do not agree with those brought forward 1st May, 1882. This may be accounted for by some Institutes having paid for books after 1st May, 1881, which belonged to that year, and others having received overdue fees after the annual report had been sent to the Department.

In all cases (except Mount Forest) the Reports are certified to as correct, by the Inspectors of the different districts.

ALEXANDRIA MECHANICS' INSTITUTE.

Incorporated 1878.

Number of Members, 27. Annual Subscription, $2.

Receipts during the year.		*Expenditure during the year.*
From Members	$46 00	Not reported.
Total	$46 00	

Library.

	Vols. in Library.	Vols. issued.
Biography	Not reported.	27
Fiction		10
History		67
Miscellaneous		56
Poetry and the Drama		27
Periodical Literature		40
Science and Art		3
Voyages and Travels		10
Works of Reference		6
Total		241

Remarks.

Schedule B.—Requisition for Legislative grant only has been received for Alexandria.

AYLMER MECHANICS' INSTITUTE.

Incorporated 1874.

Number of Members, 140. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
From Members	$133 25	For Light and heating	$ 4 98
" Legislative Grant	100 00	" Salaries	47 66
" General Lectures and Entertainments	96 50	" Books (purchase of)	145 28
		" Works of Fiction (purchase of)	
		" Magazines, Newspapers, etc	27 00
		" General Lectures and Entertainments	44 68
		" Miscellaneous	60 15
Total	$329 75	Total	$329 75

LIBRARY.

	Vols. in Library.	Vols. issued.
Biography	125	Record of books issued does not show classification.
Fiction	198	
History	161	
Miscellaneous	330	
Poetry and the Drama	75	
Periodical Literature	55	
Science and Art	170	
Voyages and Travels	117	
Not yet catalogued	140	
Works of Reference	83	
Total	1454	3564

READING ROOM.

Newspapers, 2. Magazines, 5. Periodicals, 2.

Assets, $2,177.23. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1875 to 1882, $1,730.

AYR MECHANICS' INSTITUTE.

Incorporated 1856.

Number of Members, 157. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 51 00	For Rent, light and heating	$ 54 16
From Members	123 25	" Salaries	25 00
" Legislative Grant	300 00	" *Books (purchase of)	222 61
" Donations in money	2 00	" Works of Fiction (purchase of)	39 19
" General Lectures and Entertainments	53 68	" Magazines, Newspapers, etc.	126 08
" Other Sources	3 30	" General Lectures and Entertainments	28 95
		" Miscellaneous	28 38
		Balance on hand	8 86
Total	$533 23	Total	$533 23

LIBRARY.

	Vols. in Library.	Vols. issued.
Biography	231	174
Fiction	600	1182
History	291	132
Miscellaneous	500	218
Poetry and the Drama	58	37
Periodical Literature	55	1025
Science and Art	162	49
Voyages and Travels	184	232
Works of Reference	43	4
Total	2124	3053

* This Institute has expended $7.96 since 1st May, 1882.

READING ROOM.

Newspapers, 11. Magazines, 12. Periodicals, 7.

Assets, Not reported. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1869 to 1882, $2,072.84.

REMARKS.

The Inspector says: "This Institute has not been in so prosperous a condition for years."

BARRIE MECHANICS' INSTITUTE.

Incorporated 1854.

Number of Members, 260. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
From Members	$210 00	For Rent and Taxes	$109 00
" Legislative Grant	400 00	" Light and Heating	42 75
" Municipal Grant	50 00	" Salaries	125 00
" Donations in Money	14 00	" Books (purchase of)	300 55
" General Lectures and Entertainments	33 40	" Works of Fiction (purchase of)	73 53
" Other sources	172 79	" Magazines, Newspapers, etc.	76 98
		" General Lectures and Entertainments	86 44
		" Miscellaneous	65 94
Total	$880 19	Total	$880 19

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	191	179
Fiction	570	2,717
History	183	128
Miscellaneous	238	165
Poetry and the Drama	181	66
Periodical Literature	45	31
Science and Art	172	111
Voyages and Travels	183	1,082
Books of Reference	32	27
Total	1,795	4,446

READING ROOM.

Newspapers, 16. Magazines, 6. Periodicals, 5.

Assets, $1,968 59. *Liabilities*, $435 73.

Total amount of Government Grants paid this Institute from 1871 to 1882, $3212.

REMARKS.

The Inspector says: "This Institute is doing splendid work in this town."

BELLEVILLE MECHANICS' INSTITUTE.

Incorporated 1876.

Number of Members, 216. Annual Subscription—Gentlemen, $4; Ladies, $3.

Receipts during the year.		*Expenditure during the year.*	
Balance in hand	$0 74	For Rent	$200 00
From Members	499 00	" Light and Heating	111 40
" Legislative Grant	400 00	" Salaries	185 00
" Municipal Grant	200 00	" Books (purchase of)	110 70
" Donations in Money	125 00	" Works of Fiction (purchase of)	60 00
" Pupils at Evening Classes.	34 00	" Magazines, Newspapers, etc.	113 27
" General Lectures and Entertainments	89 60	" Evening Classes	44 00
" Other sources	31 89	" Apparatus therefor	14 00
		" Miscellaneous	491 04
		Balance on hand	50 82
Total	$1,380 23	Total	$1,380 23

Library.

	Vols. in Library.	Vols. Issued.
Biography	56	200
Fiction	536	823
History	178	100
Miscellaneous	249	
Poetry and the Drama	....	500
Science and Art	52	100
Voyages and Travels	83	200
Works of Reference	30	30
Total	1,184	1,953

Reading Room.

Newspapers, 17. Magazines, 8. Periodicals, 10.

Evening Classes.

Technical Instruction.

No. of Pupils.	Subjects.
5	Drawing, Freehand, etc.,
19	Chemistry.

Assets, $2,577.82. *Liabilities*, $789.

Total amount of Government Grants paid this Institute from 1877 to 1882, $2,400.

Remarks.

The Inspector says: "The class on Chemistry consisted of 19 young men, preparing to pass for druggists. The work was well done, and done to the satisfaction of everybody."

BLYTH MECHANICS' INSTITUTE.

Incorporated 1876.

Number of Members, 58. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
From Members	$58 00	For Rent	$30 00
" Legislative Grant	60 00	" Light and Heating	6 28
" Other sources	26 20	" Salaries	22 25
		" Books (purchase of)	18 71
		" Reviews (subscription for)	16 05
		" Miscellaneous	50 91
Total	$144 20	Total	$144 20

Library.

	Vols. in Library.	Vols. Issued.
Biography	75	42
Fiction	144	200
History	67	84
Miscellaneous	242	90
Poetry and the Drama	51	4
Periodical Literature	60	2
Science and Art	53	24
Voyages and Travels	69	90
Books of Reference	15	
Total	776	536

Reading Room.

Not Reported.

Assets, $540. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1879 to 1882, $330.

Remarks.

The Directors did not apply for grant for this year. The Inspector reports that the Library is in good condition, except some of the fiction. Reading Room is open only in winter.

BOWMANVILLE MECHANICS' INSTITUTE.

Incorporated 1868.

Number of Members, 109. Annual Subscription, $1

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	50 61	For Rent	$40 00
From Members	52 09	" Salaries	40 00
" Unexpended balance from Legislative Grant for 1880-81	65 33	" Books (purchase of)	60 50
		" Evening Classes	89 50
" Pupils at Evening Classes	64 50	" General Lectures and Entertainments	37 00
" General Lectures and Entertainments	34 55	" Miscellaneous	11 45
" Other sources	42 00	Balance on hand	30 63
Total	$309 08	Total	$309 08

Library.

	Vols. in Library.	Vols. Issued.
Biography	90	90
Fiction	364	364
History	177	177
Miscellaneous	389	389
Poetry and the Drama	22	22
Periodical Literature	24	24
Science and Art	76	76
Voyages and Travels	160	160
Books of Reference	29	29
Total	1,331	1,331

Evening Classes.

Technical Instruction.

No. of Pupils.	Subjects.
20.	Drawing, Freehand, etc.

Assets, $1,200. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1868 to 1880, $1,775.

Remarks.

The Inspector says: "The requirements of the law have been fully complied with. The Report for last year was, by a mistake of the Secretary, sent to Mr. Edwards."

BRADFORD MECHANICS' INSTITUTE.

Incorporated 1870.

Number of Members, 106. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$1 08	For Rent	$28 00
From Members	83 75	" Light and Heating	20 53
" Donations in Money	37 25	" Salaries	19 00
" Pupils at Evening Class	44 00	" Books (purchase of)	2 00
" General Lectures and Entertainments	17 20	" Magazines, Newspapers, etc.	50 51
" Other sources	34 75	" Evening Class	70 00
		" Miscellaneous	27 48
		Balance on hand	0 51
Total	$218 03	Total	$218 03

Library.

	Vols. in Library.	Vols. Issued.
Biography	90	1,181
Fiction	172	
History	95	
Miscellaneous	310	
Poetry and the Drama	73	
Periodical Literature	38	
Science and Art	60	
Voyages and Travels	77	
Books of Reference	16	
Total	931	

Reading Room.

Newspapers, 6. Magazines, 7. Periodicals, 3.

Evening Classes.

Elementary Instruction.		Technical Instruction.	
No. of Pupils.	Subjects.	No. of Pupils.	Subjects.
16	Writing and Bookkeeping.	5	Drawing, Free-hand, etc.
16	English Grammar.		
16	Arithmetic and Mensuration.		

Assets, $900.51. *Liabitities*, $50.

Total amount of Government grants paid this Institute from 1871 to 1882, $2,254.28.

BRANTFORD MECHANICS' INSTITUTE.

Incorporated 1854.

Number of Members, 203. Annual Subscription, $2; Junior Members, $1.50.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$84 73	For Rent	$97 50
From Members	237 04	" Light and Heating	30 48
" Legislative Grant	400 00	" Salaries	150 00
" Municipal Grant	200 00	" Books (purchase of), including works of Fiction	310 30
" Pupils at Evening Class	62 00	" Magazines, Newspapers, etc.	135 29
" Other sources	22 91	" Evening Classes	114 06
		" Scientific Lectures	108 68
		" Miscellaneous	59 05
		Balance on hand	1 32
Total	$1,006 68	Total	$1,006 68

Library.

	Vols. in Library.	Vols. Issued.
Biography	443	81
Fiction	1,292	3,504
History	398	87
Miscellaneous	596	410
Poetry and the Drama	141	26
Periodical Literature	235	581
Science and Art	656	166
Voyages and Travels	262	165
Books of Reference	124	....
Total	4,147	5,020

Reading Room.

Newspapers, 15. Magazines and Periodicals, 15.

Evening Classes.

Elementary Instruction.

No. of Pupils.	Subjects.
30	Writing and Book-keeping.
30	Arithmetic and Mensuration.
12	Phonography.

Technical Instruction.

No. of Pupils.	Subjects.
10	Chemistry.

Assets, $4,401.32. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1869 to 1882, $4,944.38.

REMARKS.

The Inspector remarks that "The Library is in good condition. The Reading Room, which is open to the Members of the Institute and strangers every week day, is well supplied with newspapers (Canadian and Foreign) and magazines, and is well patronized."

BRIGHTON MECHANICS' INSTITUTE.

Incorporated 1872.

Number of Members, 58. Annual Subscription, $1.

Receipts during the year.			*Expenditure during the year.*		
Balance on hand	$24	66	For Rent	$25	00
From Members	57	30	" Light and Heating	6	54
" Legislative Grant	120	00	" Salaries	50	00
" Municipal Grant	30	00	" Books (purchase of)	69	55
" Other sources	19	25	" Works of Fiction (purchase of)	19	45
			" Magazines, Newspapers, etc.	43	91
			" Miscellaneous	9	45
			Balance on hand	27	31
Total	$251	21	Total	$251	21

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	81	27
Fiction	184	346
History	135	67
Miscellaneous	147	89
Poetry and the Drama	32	78
Periodical Literature	50	51
Science and Art	160	33
Voyages and Travels	104	106
Books of Reference	17	. . .
Total	910	797

READING ROOM.

Newspapers, 12. Magazines, 6.

Assets, $752.31. *Liabilities*, $47.

Total amount of Government grants paid this Institute from 1869 to 1882, $1,636.14.

REMARKS.

The Inspector says: "I would remark that this Institute is in a most flourishing condition. The debt on current account has been paid by donations from Members. The room at present occupied is very commodious. There has been a large increase of membership."

BRUSSELS MECHANICS' INSTITUTE.

Incorporated 1874.

Number of Members, 52. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$4 67	For Rent	$50 00
From Members	41 70	" Light and Heating	12 58
" Legislative Grant	200 00	" Salaries	20 00
" Municipal Grant	25 00	" * Books (purchase of)	188 17
" Donations in Money	50 00	" * Works of Fiction (purchase of)	18 25
" General Lectures and Entertainments	12 85	" Magazines, Newspapers, etc.	12 00
		" General Lectures and Entertainments	11 55
		" Miscellaneous	21 28
		" Balance on hand	0 39
Total	$334 22	Total	$334 22

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	130	50
Fiction	100	185
History	113	56
Miscellaneous	308	183
Poetry and the Drama	33	13
Science and Art	88	16
Voyages and Travels	47	82
Books of Reference	15	....
Total	834	585

Assets, $917.39. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1875 to 1882, $1,296.

REMARKS.

The Inspector says: "The books are in good condition, but I fear they suffer too much from handling in the absence of printed catalogues for Members."

* These amounts were paid after 1st May, 1882.

CHATHAM MECHANICS' INSTITUTE.

Re-established 1878.

Number of Members, 346 Annual Subscription, $2.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 3 49	For Rent	$239 00
From Members	664 09	" Light and Fuel	95 49
" Legislative Grant	400 00	" Salaries	153 75
" Municipal Grant	50 00	" Books, purchase of	293 72
" Donations in Money	13 00	" Works of Fiction, purchase of	117 46
" General Lectures and Entertainments	22 70	" Magazines, Newspapers, etc.	116 41
" Other sources	28 91	" Miscellaneous	161 13
		Balance on hand	5 23
Total	$1,182 19	Total	$1,182 19

Library.

	Vols. in Library.	Vols. Issued.
Biography	174	114
Fiction	471	4,132
History	167	235
Miscellaneous	223	248
Poetry and the Drama	58	57
Periodical Literature	65	608
Science and Art	194	155
Voyages and Travels	66	352
Works of Reference	44	
Total	1462	5901

Reading Room.

Newspapers, 13. Magazines, 20. Periodicals, 11.

Assets, $2,055.23. *Liabilities*, $20.

Total amount of Government grants paid this Institute from 1868 to 1882, $1,700.

CLAUDE MECHANICS' INSTITUTE.

Incorporated 1877.

Number of Members, 33. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 6 76	For Miscellaneous	$16 75
From Members	32 15	Balance on hand	26 81
" Proceeds from Scientific Lectures	4 65		
Total	$43 56	Total	$43 56

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	60	50
Fiction	85	106
History	74	20
Miscellaneous	209	120
Poetry and the Drama	18	10
Science and Art	65	34
Voyages and Travels	66	56
Works of Reference	12	
Total	589	396

Assets, $926 81.

Total amount of Government grants paid this Institute from 1878 to 1880, $406.84.

CLINTON MECHANICS' INSTITUTE.

Incorporated 1869.

Number of Members, 147. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$197 80	For Rent	$51 25
From Members	81 71	" Light and Heating	33 95
" Legislative Grant	400 00	" Salaries	58 50
" Municipal Grant	100 00	" Books, purchase of	102 84
" Pupils at Evening Class	102 00	" Works of Fiction, purchase of	25 71
		" Magazines, Newspapers, etc.	136 63
		" Evening Classes	328 00
		" Miscellaneous	144 29
		Balance on hand	34
Total	$881 51	Total	$881 51

Donations in books or specimens for Museum, value of $10.50.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	99	311
Fiction	450	934
History	140	204
Miscellaneous	66	567
Poetry and the Drama	50	103
Practical Literature	65	1,257
Science and Art	118	200
Voyages and Travels	85	345
Works of Reference	42	52
Total	1,115	3,973

READING ROOM.

Newspapers, 12. Magazines, 12. Periodicals, 5.

EVENING CLASSES.

Elementary Instruction.		Technical Instruction.	
No. of Pupils.	Subjects.	No. of Pupils.	Subjects.
19	Writing and Book-keeping.	23	Drawing, Freehand, etc.
14	English Grammar.	14	Natural Philosophy.
19	Arithmetic and Mensuration.	14	Chemistry.

Assets, $1,376.59. *Liabilities*, $30.

Total amount of Government grants paid this Insitute from 1870 to 1882, $4,722.58.

REMARKS.

Extract from Directors' Annual Report: "The Institute is in a good position and is doing an excellent work. No one who visits the Reading Room frequently, and witnesses, night after night, the large number of young persons—especially of the labouring classes—who spend their evenings in reading the newspapers and periodicals supplied, cannot for a moment doubt the usefulness of such institutions in our midst. The Directors believe it extremely desirable to afford, by the public reading room, the means whereby a large number who have no other facilities may keep themselves posted upon public matters and the current literature of the day. It has been noticed with great pleasure that amongst the supporters of, and subscribers to, the Institute there are all classes of the community. The membership roll embraces the farmer, the mechanic, the merchant and the professional man alike.

"The evening classes were more extensive the past season than in any previous year. The classes are well attended, and the Inspector expressed himself as well pleased with the arrangement and the subjects and manner of teaching."

COLLINGWOOD MECHANICS' INSTITUTE.

Incorporated 1856.

Number of Members, 70. Annual Subscription, $2.

Receipts during the year.			*Expenditure during the year.*		
Balance on hand	$	3 80	For Rent	$163	33
From Members	149	30	" Light and Heating	17	77
" Legislative Grant	150	00	" Salaries	84	00
" Municipal Grant	100	00	" Books, purchase of	118	22
" General Lectures and Entertainments	204	45	" Works of Fiction, purchase of	53	68
" Other sources	65	10	" Magazines, Newspapers, etc.,	51	30
			" General Lectures and Entertainments	98	26
			" Miscellaneous	83	04
			Balance on hand	3	05
Total	$672	65	Total	$672	65

LIBRARY.

	Vols. in Library.	Vols. issued.
Biography	254	447
Fiction	404	1,387
History	377	300
Miscellaneous	570	938
Poetry and the Drama	87	356
Periodical Literature	119	427
Science and Art	440	386
Voyages and Travels	320	927
Works of Reference	122	
Total	2693	5168

Assets, $2,853.05. *Liabilities*, $207.95.

Total amount of Government grants paid this Institute from 1870 to 1882, $3,006.84.

DUNDAS MECHANICS' INSTITUTE.

Incorporated 1841.

Number of Members, 113. Annual Subscription, $2. Apprentices, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$106 70	For Rent	$100 00
From Members	230 75	" Light and Heating	58 26
" Legislative Grant	400 00	" Books (purchase of)	231 18
" Municipal Grant	100 00	" Works of Fiction (purchase of)	53 15
" Donations in Money	33 00	" Magazines, Newspapers, etc.	114 20
" General Lectures and Entertainments	171 15	" Evening Classes	150 00
		" Apparatus for Scientific Lectures	125 00
		" General Lectures and Entertainments	115 00
		" Miscellaneous	94 31
		Balance on hand	0 50
Total	$1,041 60	Total	$1,041 60

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	689	231
Fiction	733	784
History	524	187
Miscellaneous / Poetry and Drama / Periodical Literature	800	260
Science and Art	1,062	177
Voyages and Travels	745	422
Works of Reference	128	
Total	4,681	2,061

READING ROOM.

Newspapers, 10. Magazines and Periodicals, 5.

EVENING CLASSES.

Technical Instruction.

No. of Pupils.	Subjects.
20	Drawing, Freehand, etc.

Assets, $7,883.12. *Liabilities*, $20.75.

Total amount of Government grants paid this Institute from 1868 to 1882, $5,400.

DUNNVILLE MECHANICS' INSTITUTE.

Incorporated 1864.

Number of Members, 116. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
From Members	$110 00	For Rent	$65 00
" Legislative Grant	100 00	" Light and Heating	25 00
" Municipal Grant	10 00	" Books (purchase of)	58 43
" Donations in money	28 43	" Works of Fiction (purchase of)	40 00
		" Miscellaneous	2 50
		Balance on hand	57 50
Total	$248 43	Total	$248 43

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography, Fiction, History, Miscellaneous, Poetry and Drama, Periodical Literature, Science and Art, Voyage and Travels, Work of Reference	Not classified.	
Total	1,200	1,050

Assets, $967.50. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1874 to 1882, $600.

DURHAM MECHANICS' INSTITUTE.

Incorporated 1873.

Number of Members, 106. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$19 84	For Light and Heating	$ 1 60
From Members	65 50	" Salaries	41 25
" Legislative Grant	150 00	" Books (purchase of)	233 60
" Proceeds from Scientific Lectures	8 55	" Works of Fiction (purchase of)	51 40
" General Lectures and Entertainments	91 42	" General Lectures and Entertainments	9 76
" Other sources	433 44	" Miscellaneous	462 70
		Balance on hand	19 84
Total	$768 75	Total	$768 75

Library.

	Vols. in Library.	Vols. Issued.
Biography	187	160
Fiction	453	1,293
History	136	122
Miscellaneous	266	228
Poetry and Drama	37	54
Science and Arts	172	154
Voyages and Travels	57	112
Works of Reference	28	30
Total	1,336	2,152

Assets, $2,381.84. *Liabilities*, $210.

Total amount of Government grants paid this Institute from 1881 to 1882, $300.

ELORA MECHANICS' INSTITUTE.

Incorporated 1871.

Number of Members, 174. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$127 59	For Rent	$ 50 00
From Members	137 55	" Light and Heating	5 00
" Legislative Grant	200 00	" Salaries	25 00
" Donations in money	5 00	" Books (purchase of)	484 16
" General Lectures and Entertainments	59 70	" Reviews, etc.	10 13
" Other sources	201 23	" General Lectures and Entertainments	37 85
		" Miscellaneous	58 03
		Balance on hand	60 90
Total	$731 07	Total	$731 07

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	517	140
Fiction	1,096	1,748
History	512	160
Miscellaneous	964	1,993
Poetry and the Drama	146	67
Periodical Literature	357	
Science and Art	1,129	187
Voyages and Travels	606	462
Works of Reference	146	9
Total	5,473	4,766

Assets, $5,591.45. *Liabilities*, $302.75.

Total amount of Government grants paid this Institute from 1871 to 1882, $4,300.

REMARKS.

The Directors report that a thorough classification and re-numbering of the books in their extensive library has been made, and a systematically arranged catalogue published. They further say:—"The Elora Mechanics' Institute is now the second largest library of its kind in the Province, and stands to-day as a worthy monument of the indomitable and wisely directed energy and intelligent and liberal spirit of its promoters and patrons. Its influence for good has been, and will long continue to be, felt in the community, affording as it does such ample means for pastime, amusement and useful instruction."

EMBRO MECHANICS' INSTITUTE.

Incorporated 1881.

Number of Members, 112. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
From Members	$112 00	For Rent	$12 00
" Donations in money	32 00	" Light and heating	1 75
" General Lectures and Entertainments	17 35	" Books (purchase of)	71 36
		" Works of Fiction (purchase of)	9 20
		" General Lectures and Entertainments	10 00
		" Miscellaneous	8 55
		Balance on hand	48 49
Total	$161 35	Total	$161 35

Donations in books or specimens for museum, value of $99.75.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	25	40
Fiction	66	350
History	50	50
Miscellaneous	15	42
Poetry and the Drama	20	5
Periodical Literature	5	1
Science and Art	10	7
Voyages and Travels	10	18
Works of Reference	10	1
Total	211	514

READING ROOM.

Newspapers, 8. Periodicals, 3.

Assets, $245.05. *Liabilities*, None.

ENNOTVILLE MECHANICS' INSTITUTE.

Incorporated 1856.

Number of Members, 53. Annual Subscription, 50 cents.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$26 94	For Light and Heating	$ 1 00
From Members	24 50	" Salaries	5 00
" Legislative Grant	80 00	" Books (purchase of)	96 00
" General Lectures and Entertainments	2 00	" Works of Fiction (purchase of)	24 00
" Other sources	6 25	" General Lectures and Entertainments / " Miscellaneous	8 50
		Balance on hand	5 19
Total	$139 69	Total	$139 69

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	104	75
Fiction	121	150
History	105	80
Miscellaneous	254	183
Poetry and the Drama	23	40
Periodical Literature	38	100
Science and Art	43	60
Voyages and Travels	40	72
Words of Reference	90	20
Total	818	780

Assets, $1,086.19. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1879 to 1882, $280.

EXETER MECHANICS' INSTITUTE.

Incorporated 1879.

Number of Members, 140. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
From Members	$140 00	For Rent	$ 83 68
" Municipal Grant	30 00	" Books (purchase of)	100 20
" General Lectures and Entertainments	32 63	" Works of Fiction (purchase of)	4 05
		" Miscellaneous	2 85
		Balance on hand	11 85
Total	$202 63	Total	$202 63

Library.

	Vols. in Library.	Vols. Issued.
Biography	39	72
Fiction	353	1,018
History	57	63
Miscellaneous	173	17
Poetry and the Drama	46	7
Periodical Literature		27
Science and Art	73	60
Voyages and Travels	20	14
Works of Reference	74	50
Total	835	1,328

Assets, $653.54. *Liabilities*, None.

Total amount of Government grants paid this Institute in 1879, $400.

FENELON FALLS MECHANICS' INSTITUTE.

Incorporated 1878.

Number of Members, 101. Annual Subscription, $1.
Family Tickets, $2.00.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 3 56	For Rent	$60 05
From Members	94 50	" Light and Heating	58 00
" Legislative Grant	300 00	" Salaries	10 00
" Municipal Grant	50 00	" Books (purchase of)	73 20
" Donations in Money	50	" Works of Fiction (purchase of)	33 74
" General Lectures and Entainments	16 04	" Magazines, Newspapers and Reviews (subscriptions for)	101 87
" Other sources	33 25	" General Lectures and Entertainments	2 00
		" Miscellaneous	71 71
		Balance on hand	87 28
Total	$497 85	Total	$497 85

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography		
Fiction	411	1,699
History	122	116
Miscellaneous	129	210
Poetry and the Drama	28	36
Periodical Literature		
Science and Art	93	69
Voyages and Travels	47	122
Works of Reference	42	
Total	872	2,252

READING ROOM.

No report.

Assets, $595.61. *Liabilities*, $38.20.

Total amount of Government grants paid this Institute from 1879 to 1882, $1,000.

FERGUS MECHANICS' INSTITUTE.

Incorporated 1857.

Number of Members, 138. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 6 00	For Salaries	$13 25
From Members	83 50	" Books (purchase of)	60 69
" Municipal Grant	87 00	" Evening Classes	120 65
" Pupils at Evening Classes	39 00	" General Lectures and Entertainments	35 40
" General Lectures and Entertainments	63 70	" Miscellaneous	43 00
		Balance on hand	6 21
Total	$279 20	Total	$279 20

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	317	125
Fiction	628	1,749
History	414	197
Miscellaneous	473	415
Poetry and the Drama	89	125
Periodical Literature	438	408
Science and Art	417	239
Voyages and Travels	198	153
Works of Reference	83	33
Total	3,057	3,444

EVENING CLASSES.

Elementary Instruction.

No. of Pupils.	Subjects.
44	Writing and Book-keeping.
44	Dictation.
44	Arithmetic and Mensuration.

Assets, $4,006.21. *Liabilities*, $16.50.

Total amount of Government grants paid this Institute from 1874 to 1879, $2,120.

FOREST MECHANICS' INSTITUTE.

Incorporated 1879.

Number of Members, 120. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 15 09	For Rent	$ 50 00
From Members	102 50	" Light and Heating	10 00
" Legislative Grant	330 00	" Salaries	33 75
" Municipal Grant	20 00	" *Books (purchase of)	120 47
" General Lectures and Entertainments	9 05	" Works of Fiction (purchase of)	42 94
" Other sources	30 00	" Magazines, Newspapers, and Reviews (subscriptions for)	14 35
		" Miscellaneous	77 09
		Balance on hand	158 04
Total	$506 64	Total	$506 64

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	48	67
Fiction	195	1,021
History	58	103
Miscellaneous	65	103
Poetry and the Drama	29	31
Periodical Literature		
Science and Art	88	89
Voyages and Travels	28	97
Works of Reference	22	29
Total	533	1,540

READING ROOM.

Newspapers, 4. Periodicals, 1.

Assets, $717.87. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1879 to 1882, $660.

* $226.74 expended for books since 1st May, 1882.

Remarks.

The Inspector reports that the Library and Reading Room are well patronized, and they hope to establish Evening Classes during this winter.

GALT MECHANICS' INSTITUTE.

Incorporated 1853.

Number of Members, 277. Annual Subscription—Library, $1; Reading Room, $1 50; Full Members, $2 50.

Receipts during the year.

Balance on hand	$220 52
From Members	334 67
" Legislative Grant	400 00
" Pupils at Evening Class	90 00
" General Lectures and Entertainments	239 95
" Other sources	40 00
Total	$1,325 14

Expenditure during the year.

For Rent	$50 00
" Light and Heating	22 00
" Salaries	210 00
" Books (purchase of)	233 65
" Works of Fiction (purchase of)	80 15
" Magazines, Newspapers, etc.	146 30
" Evening Classes	160 07
" Apparatus therefor	20 00
" General Lectures and Entertainments	270 80
" Miscellaneous	31 64
Balance on hand	100 53
Total	$1,325 14

Donations of books or specimens for Museum, value of $15.

Library.

	Vols. in Library.	Vols. Issued.
Biography	237	236
Fiction	461	3,035
History	317	317
Miscellaneous	583	892
Poetry and the Drama	134	163
Periodical Literature	436	698
Science and Art	427	463
Voyages and Travels	239	413
Works of Reference	190	143
Total	3,024	6,360

Reading Room.

Newspapers, 26. Magazines and Periodicals, 20.

Evening Classes.

Technical Instruction.

No. of Pupils.	Subjects.
30	Drawing, Freehand, etc.
17	Natural Philosophy.

Assets, $5,300.53. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1868 to 1882, $5,050.

Remarks.

The Secretary reports that this Institute has been remarkably successful during the present year, the membership is increased to 500, the room is enlarged and supplied with new cases, etc., and the prospects are good for the future.

GARDEN ISLAND MECHANICS' INSTITUTE.

Incorporated 1869.

Number of Members, 134. Annual Subscription, $1 50.

Receipts during the year.		*Expenditure during the year.*	
From Members	$201 00	For Rent	$60 00
" Legislative Grant	400 00	" Light and Heating	89 98
" Municipal Grant	149 91	" Salaries	70 00
" Donations in money	323 02	" Books (purchase of)	343 37
" Other sources	40 00	" Works of Fiction (purchase of)	34 20
		" Magazines, Newspapers, etc.	103 33
		" Evening Classes	340 00
		" Apparatus therefor	41 37
		" Miscellaneous	31 68
Total	$1,113 93	Total	$1,113 93

Library.

	Vols. in Library.	Vols. Issued.
Biography	51	133
Fiction	172	772
History	346	229
Miscellaneous	198	255
Poetry and the Drama	103	204
Periodical Literature	19	134
Science and Art	615	210
Voyages and Travels	411	292
Works of Reference	91	58
Total	2,006	2,287

Reading Room.

Newspapers, 15. Magazines, 7. Periodicals, 7.

Evening Classes.

Elementary Instruction.		Technical Instruction.	
No. of Pupils.	Subjects.	No. of Pupils.	Subjects.
28	Writing and Book-keeping.	63	Drawing, Freehand, etc.
28	English Grammar.	54	Natural Philosophy.
28	Arithmetic and Mensuration.	47	Chemistry.

Assets, $2,600. *Liabilities*, $398.19.

Total amount of Government grants paid this Institute from 1875 to 1882, $3,200.

Remarks.

The Inspector reports that Evening Classes, under a staff of competent teachers, were held in connection with this Institute during the months of November, December, January, February and March. "These classes are well attended and are, in my opinion, a great benefit, as a large proportion of the residents of the village are mechanics. They and their sons thus receive instruction that they could not otherwise obtain. No charge is made for tuition. The general working of the Institute is good."

GEORGETOWN MECHANICS' INSTITUTE.

Incorporated 1880.

Number of Members, 92. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 84 61	For Salaries	$ 40 00
From Members	115 85	" *Books (purchase of)	[illegible]
" Legislative Grant	300 00	" Works of Fiction (purchase of)	99 14
" Other sources	1 00	" Magazines, Newspapers, etc.	14 00
		" Miscellaneous	57 60
		Balance on hand	132 99
Total	$501 46	Total	$501 46

Library.

	Vols. in Library.	Vols. Issued.
Biography	52	Record kept only for six months, beginning Nov.
Fiction	143	
History	72	
Miscellaneous	211	
Poetry and the Drama	21	
Periodical Literature	102	
Science and Art	37	
Voyages and Travels	32	
Works of Reference	26	
Total	696	1,745

* $188.10 expended for books since 1st May, 1882.

READING ROOM.

Newspapers, 9. Periodicals, 2.

Assets, $606.85. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1881 to 1882, $600.

GLENCOE MECHANICS' INSTITUTE.

Incorporated 1881.

Number of Members, 133. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
From Members	$133 00	For Books (purchase of)	$387 00
		" Works of Fiction (purchase of)	12 13
		" Miscellaneous	13 16
		Balance on hand	10 01
Total	$133 00	Total	$422 30

NOTE.—The expenditure of $289.30 was from borrowed money.

Donations in books or specimens for Museum, value of $25.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	86	None issued before 1st May.
Fiction	15	
History	97	
Miscellaneous	111	
Poetry and the Drama	33	
Science and Art	55	
Voyages and Travels	27	
Works of Reference	14	
Total	438	

Assets, $459.14. *Liabilities*, $314.30.

REMARKS.

The Inspector says: "This Institute has just organized. The books are beautifully and correctly kept. I find the selections for the Library are superior. Much credit is due to the President and Secretary for their skill and management of a work so hard to accomplish in a small village."

GODERICH MECHANICS' INSTITUTE.

Incorporated 1879.

Number of Members, 147. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 97 92	For Rent	$100 00
From Members	137 75	" Light and Heating	99 20
" Legislative Grant	400 00	" Salaries	125 00
" Municipal Grant	100 00	" Books (purchase of)	288 68
" Donations in money	73 50	" Works of Fiction (purchase of)	34 15
" Pupils at Evening Class	153 00	" Magazines, Newspapers, etc	80 93
" General Lectures and Entertainments	96 15	" Evening Classes	121 00
" Other sources	70 40	" General Lectures and Entertainments	92 10
		" Miscellaneous	145 39
		Balance on hand	42 27
Total	$1,128 72	Total	$1,128 72

Donations in books or specimens for Museum, value of $2.50.

Library.

	Vols. in Library.	Vols. Issued.
Biography	79	68
Fiction	179	1,092
History	171	112
Miscellaneous	314	186
Poetry and the Drama	24	
Science and Art	148	196
Voyages and Travels	88	248
Total	1,003	1,902

Reading Room.

Newspapers, 14. Magazines, 8.

Evening Classes.

Elementary Instruction.		Technical Instruction.	
No. of Pupils.	Subjects.	No. of Pupils.	Subjects.
47	Writing and Book-keeping.	4	Drawing, Freehand, etc.

Assets, $1,029.44. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1880 to 1882, $1,200.

GRIMSBY MECHANICS' INSTITUTE.

Incorporated 1871.

Number of Members, 75. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 42 68	For Rent	$36 00
From Members	89 00	" Salaries	24 00
" Legislative Grant	212 00	" Books (purchase of)	240 15
" Donations in Money	28 69	" Works of Fiction (purchase of)	48 00
" General Lectures and Entertainments	49 05	" Magazines, Newspapers, etc.	24 20
		" General Lectures and Entertainments	19 73
		" Miscellaneous	8 67
		Balance on hand	20 67
Total	$421 42	Total	$421 42

Library.

	Vols. in Library.	Vols. Issued.
Biography	139	90
Fiction	313	658
History	167	197
Miscellaneous	645	474
Poetry and the Drama	38	27
Periodical Literature	6	11
Science and Art	456	89
Voyages and Travels	284	207
Works of Reference	10	9
Total	2,058	1,762

Reading Room.

Magazines, 9.

Assets, $2,463.35. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1871 to 1882, $2,372.56.

Remarks.

The Inspector says, "No attempts have been made to organize Evening Classes, otherwise the Institute is in a very prosperous condition."

GUELPH MECHANICS' INSTITUTE.

Incorporated 1850.

Number of Members, 340. Annual Subscription, $2; Apprentices and Females, working, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 4 80	For Rent	$250 00
From Members	338 00	" Light and Heating	78 40
" Legislative Grant	400 00	" Salaries	300 00
" Pupils of Evening Classes	83 50	" *Books (purchase of)	167 61
" General Lectures and Entertainments	71 00	" Works of Fiction (purchase of)	
" Other sources	65 50	" Magazines, Newspapers, etc.	
		" Reviews (subscription for)	
		" *Evening Classes	50 00
		" General Lectures and Entertainments	49 05
		" Miscellaneous	59 85
		Balance on hand	47 89
Total	$1,002 80	Total	$1,002 80

Library.

	Vols. in Library.	Vols. Issued
Biography	287	211
Fiction	831	2,987
History	310	106
Miscellaneous	839	1,556
Poetry and the Drama	83	38
Periodical Literature	130	1,974
Science and Art	239	137
Voyages and Travels	158	444
Works of Reference	394	
Total	3,271	7,453

Reading Room.

Newspapers, 19. Magazines, 16. Periodicals, 3.

Evening Classes.

Elementary Instruction.

No. of Pupils.	Subjects.
27	Writing and Book-keeping, Arithmetic and Mensuration.

Assets, $3,697.89. *Liabilities*, $376.63.

Total amount of Government grants paid this Institute from 1868 to 1882, $4,127.34.

* $262.39 expended for books and Evening Classes since 1st May, 1882.

HANOVER MECHANICS' INSTITUTE.

Incorporated 1881.

Number of Members, 50. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
From Members	$111 00	*For Books (purchase of)	$47 75
		" Miscellaneous	9 00
		Balance on hand	54 25
Total	$111 00	Total	$111 00

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	13	No Report.
Fiction	47	
History	20	
Miscellaneous	30	
Poetry and the Drama	12	
Science and Art	9	
Voyages and Travel	9	
Works of Reference	2	
Total	142	

Assets, $102. *Liabilities*, None.

REMARKS.

This is a new Institute.

HARRISTON MECHANICS' INSTITUTE.

Incorporated 1873.

Number of Members, 121. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
From Members	$110 26	For Rent	$60 00
" Legislative Grant	100 00	" Lighting and Heating	25 00
" Pupils at Evening Classes	28 00	" Books (purchase of)	85 01
" General Lectures and Entertainments	49 14	" Works of Fiction (purchase of)	15 00
" Other sources	76 93	" Magazines, Newspapers, etc.	20 78
		" Evening Classes	56 00
		" General Lectures and Entertainments	7 15
		" Miscellaneous	48 28
		Balance on hand	47 11
Total	$364 33	Total	$364 33

* $57.49 expended for books since 1st May, 1882.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	107	81
Fiction	385	750
History	115	100
Miscellaneous	326	167
Poetry and the Drama	43	86
Science and Art	176	111
Voyages and Travels	86	123
Works of Reference	29	65
Total	1,267	1,483

READING ROOM.

Newspapers, 6. Magazines and Periodicals, 5.

EVENING CLASSES.

Elementary Instruction.

No. of Pupils.	Subjects.
8	English Grammar, Elocution and Reading.

Assets, $1,528.45. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1874 to 1882, $1,740.

HESPELER MECHANICS' INSTITUTE.

Incorporated 1870.

Number of Members, 71. Annual Subscription, $1.50.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$81 11	For Salaries	$50 00
From Members	84 30	" Books (purchase of)	93 67
" Legislative Grant	200 00	" Works of Fiction (purchase of)	31 36
" Donations in Money	52 50	" Magazines, Newspapers, etc.	27 40
" Pupils at Evening Classes	12 80	" Evening Classes	140 00
		" Apparatus therefor	1 50
		" Miscellaneous	32 15
		Balance on hand	54 63
Total	$430 71	Total	$430 71

LIBRARY.

	Vols. in Library.	Vols. Issued
Biography	160	71
Fiction	208	763
History	156	41
Miscellaneous	313	495
Poetry and the Drama	64	45
Periodical Literature	..	925
Science and Art	234	179
Voyages and Travels	101	305
Works of Reference	25	..
Total	1,261	2,818

READING ROOM.

Newspapers, 2. Magazines and Periodicals, 8.

EVENING CLASSES.

Elementary Instruction.

No. of Pupils.	Subjects.
42	Writing and Book-keeping.
42	Arithmetic and Mensuration.

Assets, $2,141.63. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1871 to 1882, $2,392.

INGERSOLL MECHANICS' INSTITUTE.

Established 1870. Re-established 1880.

Number of Members, 135. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$129 55	For Rent	$37 50
From Members	113 75	" Light and Heating	18 07
" Legislative Grant	400 00	" Salaries	33 35
" Municipal Grant	100 00	" Books (purchase of)	479 01
" Donations in Money	5 15	" General Lectures and Entertainments	12 00
" General Lectures and Entertainments	80 40	" Miscellaneous	66 29
" Other sources	7 95	Balance on hand	5 55
Total	$836 80	Total	$836 80

NOTE.—$45.39 expended since 1st May, 1882.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	160	121
Fiction	328	2,239
History	181	175
Miscellaneous	241	248
Poetry and the Drama	54	31
Periodical Literature	20	..
Science and Art	49	22
Voyages and Travels	88	164
Works of Reference	18	..
Total	1,139	3,000

Assets, $1,245.03. *Liabilities*, $29.15.

Total amount of Government grants paid this Institute from 1880 to 1882, $1,200.

KINCARDINE MECHANICS' INSTITUTE.

Incorporated 1866.

Number of Members, 128. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$178 65	For Rent	$ 41 67
From Members	97 00	" Light and Heating	10 40
" Legislative Grant	400 00	" Salaries	39 17
" Municipal Grant	25 00	" *Books (purchase of)	232 05
" Pupils at Evening Classes	10 50	" Works of Fiction (purchase of)	50 23
" General Lectures and Entertainments	27 70	" Magazines, Newspapers, etc.	83 98
" Other sources	0 50	" Evening Classes	92 27
		" General Lectures and Entertainments	32 60
		" Miscellaneous	49 02
		Balance on hand	107 96
Total	$739 35	Total	$739 35

Library.

	Vols. in Library.	Vols. issued.
Biography	51	112
Fiction	316	1,192
History	87	180
Miscellaneous	147	256
Poetry and the Drama	62	54
Periodical Literature	225	193
Science and Art	88	99
Voyages and Travels	61	149
Works of Reference	86	22
Unbound Magazines	..	1,442
Total	1,123	3,699

Reading Room.

Newspapers, Magazines and Periodicals, 24.

Evening Classes

No. of Pupils.	Subjects.
29	Writing and Book-keeping.
29	English Grammar.
29	Arithmetic and Mensuration.

Assets, $989.26. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1871 to 1882, $1,679.70.

* $69.40 expended since 1st May, 1882.

KINGSTON MECHANICS' INSTITUTE.

Incorporated 1835.

Number of Members, 399. Annual Subscription, $2. Apprentices, $1.

Receipts during the year.		*Expenditure during the Year.*	
Balance on hand	$401 65	For Rent	$123 75
From Members	630 50	" Light and Heating	109 15
" Legislative Grant	400 00	" Salaries	268 75
" Donations in Money	110 00	" Books (purchase of)	232 89
" General Lectures and Entertainments	126 36	" Works of Fiction (purchase of)	60 00
" Other sources	51 29	" Magazines, Newspapers, etc.	134 49
		" Evening Classes	107 00
		" General Lectures and Entertainments	
		" Miscellaneous	359 78
		Balance on hand	323 99
Total	$1,719 80	Total	$1,719 80

Library.

	Vols. in Library.	Vols. Issued.
Biography	120	84
Fiction	980	7,626
History	170	123
Miscellaneous	361	571
Poetry and the Drama	17	54
Periodical Literature	672	3,676
Science and Art	160	84
Voyages and Travels	130	327
Works of Reference	80	153
Total	2,690	12,698

Reading Room.

Newspapers, 33. Magazines and Periodicals, 17.

Evening Classes.

Elementary Instruction. Technical Instruction.

No. of Pupils.	Subjects.	No. of Pupils.	Subjects.
40	Writing and Book-keeping.	37	Drawing, Freehand, etc.
48	English Grammar.		
71	Arithmetic and Mensuration.		
23	Euclid.		
43	Shorthand.		

Assets, $2,823.99. *Liabilities*, $90.

Total amount of Government grants paid this Institute from 1869 to 1882, $1,800.

Remarks.

The Inspector remarks that the Record Books of the Institute are not accurately kept by the Treasurer, Secretary and Librarian.

LINDSAY MECHANICS' INSTITUTE.

Incorporated 1879.

Number of Members, 121. Annual Subscription, $2.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$149 29	For Rent	$100 00
From Members	180 94	" Light and Heating	59 49
" Legislative Grant	400 00	" Salaries	41 66
" Municipal Grant	100 00	" Books (purchase of)	348 37
" Donations in Money	10 25	" Magazines, Newspapers, etc	88 20
" Pupils at Evening Classes	26 00	" Evening Classes	17 25
" General Lectures and Entertainments	269 98	" Apparatus therefor	36 55
" Other sources	33 86	" General Lectures and Entertainments	300 48
		" Miscellaneous	134 68
		Balance on hand	43 64
Total	$1,170 32		$1,170 32

Library.

	Vols. in Library.	Vols. Issued.
Biography	121	265
Fiction	210	482
History	171	311
Miscellaneous	208	214
Poetry and the Drama	31	14
Periodical Literature	21	201
Science and Art	105	62
Voyages and Travels	84	286
Works of Reference	25	94
Total	976	1,929

Reading Room.

Newspapers, 11. Magazines, 10. Periodicals, 15.

Evening Classes.

Technical Instruction.

No. of Pupils.	Subjects.
74	Drawing, Freehand, etc.

Assets, $1,192.39. *Liabilities*, $242.50

Total amount of Government grants paid this Institute from 1880 to 1882, $1,200.

Remarks.

The Inspector says: "The books are well kept. The Reading Room is much frequented. The library is much used and I think the books read. The interest taken in, and progress of the Drawing Classes, were very satisfactory."

LONDON MECHANICS' INSTITUTE.

Incorporated 1852.

Number of Members, 419. Annual Subscriptions, $2. Ladies and Juniors, $1.

Receipts during the year.		*Expenditure during the year.*	
From Members	$580 00	For Light and Heating	$161 95
" Legislative Grant	400 00	" Salaries	387 53
" Donations in Money	55 00	" Books (purchase of)	431 03
Other sources, including Rents, etc.	1,988 18	" Works of Fiction (purchase of)	35 00
		" Magazines, Newspapers, etc.	150 00
		" Miscellaneous, including Interest on Mortgage, etc.	1,857 67
Total	$3,023 18	Total	$3,023 18

Donations in books or specimens for Museum, value of $10.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	163	85
Fiction	500	2,453
History	227	135
Miscellaneous	596	350
Poetry and the Drama	83	45
Periodical Literature	410	357
Science and Art	196	147
Voyages and Travels	124	224
Works of Reference	265	12
Total	2,564	3,808

READING ROOM.

Newspapers, 46. Magazines, 18. Periodicals, 6.

Assets, $25,350. *Liabilities*, $18,950.

Total amount of Government grants paid this Institute from 1871 to 1882, $4,700.

LUCAN MECHANICS' INSTITUTE.

Incorporated 1878.

Number of Members, 50. Annual Subscription, $1. Ladies, 50 cents.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$26 54	For Books (purchase of)	$90 00
From Members	42 00	" Works of Fiction (purchase of)	22 15
" Legislative Grant	80 00	" Miscellaneous	11 58
		Balance on hand	24 81
Total	$148 54	Total	$148 54

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	41	34
Fiction	86	193
History	69	52
Miscellaneous	60	42
Poetry and the Drama	31	20
Periodical Literature	8	3
Science and Art	29	4
Voyages and Travels	37	26
Works of Reference	3	1
Total	364	375

Assets, $312.81. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1879 to 1882, $224.30.

MANITOWANING MECHANICS' INSTITUTE.

Notification of the incorporation of this Institute has been received and it will be entitled to apply for Legislative Grant after 1st May, 1883.

MARKHAM MECHANICS' INSTITUTE.

Incorporated 1878.

Number of Members, 55. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 3 20	For Miscellaneous	$ 4 25
From Members	39 50	Balance on hand	65 65
Other sources	27 20		
Total	$69 90	Total	$69 90

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	117	No record.
Fiction	157	
History	96	
Miscellaneous	120	
Poetry and the Drama	29	
Periodical Literature	5	
Science and Art	136	
Voyages and Travels	105	
Works of Reference	33	
Total	798	

Assets, $968.65. *Liabilities*, $40.

Total amount of Government grants paid this Institute from 1879 to 1882, $500.

Remarks.

The Inspector says the Committee of this Institute has now provided a Reading Room, and the books in the Library are well arranged and in first rate condition. The Institute promises, in the future, much better than in the past. The Reading Room and Library are in the new hall, which is centrally situated.

MEAFORD MECHANICS' INSTITUTE.

Incorporated 1868.

Number of Members, 79. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 22 05	For Rent	$ 36 66
From Members	29 24	" *Books (purchase of)	
" Legislative Grant	100 00	" Evening Classes	111 47
" Donations in Money	20 00	" Apparatus therefor	20 00
" Pupils at Evening Classes	36 25	" Scientific Lectures	2 50
		" Miscellaneous	4 00
		Balance on hand	32 91
Total	$207 54	Total	$207 54

Library.

	Vols. in Library.	Vols. Issued.
Biography	79	
Fiction	291	
History	78	
Miscellaneous	126	
Poetry and the Drama	34	821
Periodical Literature		
Science and Art	69	
Voyages and Travels	86	
Works of Reference	13	
Total	776	821

Evening Classes.

Elementary Instruction.

No. of Pupils.	Subjects.
29	Writing and Book-keeping.
22	English Grammar.
29	Arithmetic and Mensuration.

Assets, $207.54. *Liabilities*, $1,820.41.

Total amount of Government grants paid this Institute from 1869 to 1882, $1,707.59.

* $24.25 expended for books since 1st May, 1882.

Remarks.

The Inspector says special efforts are being made to increase the usefulness of this Institute.

MIDLAND MECHANICS' INSTITUTE.

Incorporated 1880.

Number of Members, 50. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
From Members	$71 50	For Rent	$ 4 00
" Legislative Grant	200 00	" Light and Heating	8 00
" General Lectures and Entertainments	16 10	" Books (purchase of)	112 32
" Other sources	41 25	" Works of Fiction (purchase of)	28 81
		" Magazines, Newspapers, etc.	26 20
		" Miscellaneous	45 04
		Balance on hand	104 48
Total	$328 85	Total	$328 85

Donations in books or specimens for Museum, value of $16.50.

Library.

	Vols. in Library.	Vols. Issued.
Biography	16	Not reported.
Fiction	121	
History	15	
Miscellaneous	34	
Poetry and the Drama	11	
Periodical Literature		
Science and Art	22	
Voyages and Travels	13	
Works of Reference	18	
Total	250	

Reading Room.

Newspapers, 6. Magazines, 3. Periodicals, 1.

Assets, $328.85. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1881 to 1882, $400.

Remarks.

The Inspector complains of the manner in which the books are kept, but says that he believes everything to be perfect and reliable, so far as the officers are concerned—a proper record of books issued was not kept until lately.

MILTON MECHANICS' INSTITUTE.

Incorporated 1855.

Number of Members, 108. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 2 30	For Salaries	$ 40 00
From Members	88 86	" Books (purchase of)	221 47
" Legislative Grant	200 00	" Works of Fiction (purchase of)	29 90
" Donations in Money	53 77	" Magazines, Newspapers, etc.	38 80
" Other sources	10 53	" Miscellaneous	25 00
		Balance on hand	00 29
Total	$355 46	Total	$355 46

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	225	
Fiction	326	
History	372	
Miscellaneous	553	
Poetry and the Drama	96	2,716
Periodical Literature	276	
Science and Art	459	
Voyages and Travels	247	
Works of Reference	42	
Total	2,596	2,716

READING ROOM.

Newspapers, 10. Magazines, 2.

Assets, $4,740.29. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1869 to 1882, $2,580.42.

MITCHELL MECHANICS' INSTITUTE.

Incorporated 1849.

Number of Members, 106. Annual Subscription, $1.
Children and Apprentices, 50 cents.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$53 74	For Light and Heating	$ 33 00
From Members	57 75	" Salaries	107 14
" Donations in Money	5 25	" Books (purchase of)	6 00
" General Lectures and Entertainments	32 50	" Magazines, Newspapers, etc.	66 35
" Other sources	148 87	" General Lectures and Entertainments	37 50
		" Miscellaneous	13 35
		Balance on hand	34 77
Total	$298 11	Total	$298 11

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	99	73
Fiction	313	903
History	147	108
Miscellaneous	283	143
Poetry and the Drama	33	24
Periodical Literature	115	342
Science and Art	137	62
Voyages and Travels	322	756
Works of Reference	164	
Total	1,563	2,411

Assets, $2,593.21. *Liabilities*, $60.

Total amount of Government grants paid this Institute from 1869 to 1880, $2,900.

MOUNT FOREST MECHANICS' INSTITUTE.

Incorporated 1860.

Number of Members, 52. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$39 38	For Salaries	$ 40 00
From Members	52 00	" Books (purchase of)	31 03
" Municipal Grant	20 00	" Evening Classes	105 00
" Donations of Money	20 00	" General Lectures and Entertainments	111 38
" Pupils at Evening Classes	22 45	" Miscellaneous	412 43
" General Lectures and Entertainments	89 50		
" Other sources	304 57		
Total	$547 90	Total	$699 84

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	106	No record.
Fiction	92	
History	292	
Miscellaneous	106	
Poetry and the Drama	76	
Periodical Literature		
Science and Art	145	
Voyages and Travels	87	
Works of Reference	16	
Total	920	

EVENING CLASSES.

Elementary Instruction.

No. of Pupils.	Subjects.
42	Writing and Book-keeping.
42	English Grammar.
42	Arithmetic and Mensuration.

Assets, $1,400. *Liabilities*, $253.46.

Total amount of Government grants paid this Institute from 1869 to 1880, $1,966.18.

REMARKS.

The Receipts and Expenditure do not agree. The Inspector says, "When I asked for the account book none was to be found. I had nothing before me to show the amount of the Receipts during the year; I was unable to audit the accounts. You had better write for necessary books and vouchers." This was immediately done, but no reply has yet been received.

NAPANEE MECHANICS' INSTITUTE.

Incorporated 1878.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$7 08	For Rent	$22 50
From Members	57 26	" Light and Heating	8 14
" Legislative Grant	400 00	" Salaries	124 00
" General Lectures and Entertainments	28 50	" Magazines, Newspapers, etc.	41 60
" Other sources	1 31	" General Lectures and Entertainments	32 50
		" Miscellaneous	87 51
		Balance on hand	177 90
Total	$494 15	Total	$494 15

LIBRARY.

	Vols. in Library.	Vols. Issued.
Fiction	Not reported.	860
History		144
Miscellaneous		125
Science and Art		69
Voyages and Travels		281
Total		1,479

Assets, $727.90. *Liabilities*, $60.78.

Total amount of Government grants paid this Institute from 1879 to 1882, $1,600.

NEW HAMBURG MECHANICS' INSTITUTE.

Incorporated 1881.

Number of Members, 50. Annual Subscription, $2.

Receipts during the year.		*Expenditure during the year.*	
From Members	$187 00	For Light and Heating	$20 24
" General Lectures and Entertainments	4 00	" Magazines, Newspapers, etc..	52 30
" Other sources	13 02	" General Lectures and Entertainments	4 00
		" Miscellaneous	49 86
		Balance on hand	77 62
Total	$204 02	Total	$204 02

Library.

	Vols. in Library.	Vols. Issued.
Biography	10	No Report
Fiction	20	
History	5	
Miscellaneous	30	
Poetry and the Drama	10	
Periodical Literature	5	
Science and Art	5	
Voyages and Travels	10	
Works of Reference	5	
Total	100	

Reading Room.

Newspapers, 15. Magazines, 3. Periodicals, 4.

Assets, $204.02. *Liabilities*, None.

NEWMARKET MECHANICS' INSTITUTE.

Number of Members, 41. Annual Subscription, $1; Juniors, 50 cents.

Receipts during the year.		*Expenditure during the year.*	
From Members	$26 00	For Rent	$14 00
" Municipal Grant	50 00	" Salaries	20 00
" Donations in Money	10 00	" Books (purchase of)	25 35
" Proceeds from Scientific Lectures	32 00	" Scientific Lectures	32 00
" General Lectures and Entertainments	32 60	" Miscellaneous	65 21
" Other sources	15 12	Balance on hand	9 16
Total	$165 72	Total	$165 72

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	10	60
Fiction	246	246
History	94	94
Miscellaneous	267	207
Poetry and the Drama	33	33
Periodical Literature	19	19
Science and Art	45	55
Voyages and Travels	110	110
Works of Reference	4	4
Total	828	828

Assets, $734.16. *Liabilities*, $71.

Total amount of Government grants paid this Institute from 1869 to 1879, $671.

NIAGARA MECHANICS' INSTITUTE.

Incorporated 1848.

Number of Members, 52. Annual Subscription, $1.50.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$37 94	For Light and Heating	$6 12
From Members	79 73	" Salaries	40 00
" Legislative Grant	172 00	" Books (purchase of)	133 79
" General Lectures and Entertainments	36 56	" Works of Fiction (purchase of)	10 00
" Other sources	36 00	" Magazines, Newspapers, etc.	89 27
		" Evening Classes	20 00
		" General Lectures and Entertainments	4 00
		" Miscellaneous	15 43
		Balance on hand	43 62
Total	$362 23	Total	$362 23

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	346	192
Fiction	479	575
History	445	100
Miscellaneous	267	144
Poetry and the Drama	167	75
Periodical Literature	422	1,275
Science and Art	294	50
Voyages and Travels	273	200
Works of Reference	40	12
Total	2,733	2,623

READING ROOM.

Magazines, 16. Periodicals, 6.

EVENING CLASSES.

Elementary Instruction.		Technical Instruction.	
No. of Pupils.	Subjects.	No. of Pupils.	Subjects.
22	Writing, Book-keeping.	32	Drawing, Free-hand, etc.

Assets, $4,004. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1871 to 1882, $3,129.30.

REMARKS.

The Inspector says: "The books are well selected, and the Reading Room is well supplied with Magazines, etc."

NIAGARA FALLS MECHANICS' INSTITUTE.

Incorporated 1878.

Number of Members, 200. Annual Subscription, 25 cents.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$189 16	For Rent	$ 50 00
From Members	48 25	" Light and Heating	17 70
" Legislative Grant	400 00	" Salaries	81 00
" Municipal Grant	300 00	" Books (purchase of)	431 35
" Donations in money	9 00	" Works of Fiction (purchase of)	146 60
		" Magazines, Newspapers, etc.	61 85
		" Miscellaneous	40 83
		Balance on hand	117 08
Total	$946 41	Total	$946 41

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	154	77
Fiction	418	1,685
History	172	82
Miscellaneous	172	144
Poetry and the Drama	81	43
Periodical Literature	27	28
Science and Art	180	79
Voyages and Travels	117	140
Works of Reference	34	
Total	1,355	2,278

READING ROOM.

Newspapers, 6. Magazines, 3. Periodicals, 4.

Assets, $1,897.08. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1879 to 1882, $1,600.

NORWICH MECHANICS' INSTITUTE.

Incorporated 1876.

Number of Members, 68. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 14 99	For Rent	$18 00
From Members	18 00	" Light and Heating	5 73
" Legislative Grant	100 00	" *Books (purchase of)	60 42
" Donations in money	24 75	" Works of Fiction (purchase of)	20 00
" General Lectures and Entertainments	18 40	" Magazines, Newspapers, etc.	30 50
" Other Sources	9 35	" Miscellaneous	7 04
		Balance on hand	43 80
Total	$185 49	Total	$185 49

Library.

	Vols. in Library.	Vols. Issued.
Biography	86	50
Fiction	315	700
History	118	40
Miscellaneous	258	80
Poetry and the Drama	33	15
Periodical Literature	37	130
Science and Art	127	12
Voyages and Travels	66	90
Works of Reference	35	30
Total	1,075	1,147

Assets, $1,006.80. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1877 to 1882, $970.

NORWOOD MECHANICS' INSTITUTE.

Incorporated 1872.

Number of Members, 48. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 47 68	For Rent, Light and Heating	$ 25 00
From Members	27 50	" Books (purchase of)	110 58
" Legislative Grant	100 00	" Magazines, Newspapers, etc.	30 06
" General Lectures and Entertainments	24 08	" Miscellaneous	5 00
" Other Sources	3 40	Balance on hand	32 02
Total	$202 66	Total	$202 66

* $44.45 expended for books since 1st May, 1882.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	93	Not reported.
Fiction	366	
History	82	
Miscellaneous	155	
Poetry and the Drama	21	
Periodical Literature		
Science and Art		
Voyages and Travels	144	
Works of Reference		
Total	861	

READING ROOM.

Magazines, 2. Periodicals, 4.

Assets, Not reported. *Liabilities*, Not reported.

Total amount of Government grants paid this Institute from 1872 to 1882, $833.20.

ORANGEVILLE MECHANICS' INSTITUTE.

Incorporated 1878.

Number of Members, 110. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$17 57	For Rent	$60 00
From Members	107 75	" Books (purchase of)	199 52
" Legislative Grant	400 00	" Works of Fiction (purchase of)	237 84
" Municipal Grant	40 00	" Magazines, Newspapers, etc.	14 50
		" Miscellaneous	51 06
		Balance on hand	2 40
Total	$565 32	Total	$565 32

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	49	91
Fiction	590	2,755
History	86	117
Miscellaneous	218	242
Poetry and the Drama	25	30
Periodical Literature	100	202
Science and Art	60	60
Voyages and Travels	47	57
Total	1,175	3,554

Assets, $1,184.98. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1879 to 1882, $1,200.

ORILLIA MECHANICS' INSTITUTE.

Incorporated 1865. Re-established 1880.

Number of Members, 136. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$205 10	For Rent	$60 00
From Members	102 25	" Light and Heating	23 67
" Legislative Grant	400 00	" Salaries	40 00
" Municipal Grant	50 00	" Books (purchase of)	479 32
" Pupils at Evening Classes	49 00	" Works of Fiction (purchase of)	
" Other sources	60 05	" Reviews (subscription for	76 49
		" Evening Classes	91 20
		" Miscellaneous	91 47
		Balance on hand	4 25
Total	$866 40	Total	$866 40

Library.

	Vols. in Library.	Vols. Issued.
Biography	81	36
Fiction	221	584
History	120	83
Miscellaneous	153	97
Poetry and the Drama	47	56
Science and Art	156	156
Voyages and Travels	77	86
Works of Reference	40	..
Total	895	1,098

Reading Room.

Newspapers, 4. Magazines, 8. Periodicals, 6.

Evening Classes.

Elementary Instruction.		Technical Instruction.	
Number of Pupils.	Subjects.	No. of Pupils.	Subjects.
29	Writing and Book-keeping.	5	Drawing—Freehand.
14	Phonography.		

Assets, $1,134.25. *Liabilities*, None.

Total amount of Government grants paid to this Institute from 1880 to 1882, $800.

OWEN SOUND MECHANICS' INSTITUTE.

Incorporated 1855.

Number of Members, 200. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$122 26	For Rent	$20 00
From Members	89 00	" Salaries	45 00
" Legislative Grant	400 00	" *Books (purchase of)	333 01
" Municipal Grant	100 00	" Evening Classes	40 00
" Pupils at Evening Classes	3 00	" General Lectures and Entertainments	67 58
" General Lectures and Entertainments	72 65	" Miscellaneous	59 30
" Other sources	43 00	Balance on hand	265 02
Total	$829 91	Total	$829 91

Library.

	Vols. in Library.	Vols. Issued.
Biography	64	80
Fiction	322	1,400
History	145	210
Miscellaneous	98	245
Poetry and the Drama	19	42
Periodical Literature	20	45
Science and Art	63	62
Voyages and Travels	70	200
Works of Reference	16	25
Total	817	2,309

Evening Classes.

Elementary Instruction.		Technical Instruction.	
Number of Pupils.	Subjects.	No. of Pupils.	Subjects.
28	Writing and Book-keeping.	14	Drawing—Freehand.

Total amount of Government grants paid this Institute from 1872 to 1882, $1,000.

PARIS MECHANICS' INSTITUTE.

Incorporated 1858.

Number of Members, 230. Annual Subscription, $2; Ladies, $1.50; Apprentices, $1.

Receipts during the year.		*Expenditure during the year.*	
From Members	$317 85	For Rent, Light and Heating	$73 25
" Legislative Grant	400 00	" Salaries	120 00
" Municipal Grant	200 00	" Books (purchase of)	334 99
" Donations in Money	37 05	" Works of Fiction (purchase of)	125 75
" General Lectures and Entertainments	4 25	" Magazines, Newspapers, etc.	93 85
" Other sources	106 65	" Miscellaneous	321 49
Due Treasurer	3 55		
Total	$1,069 35	Total	$1,069 35

* $207 expended for books since 1st May, 1882.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	316	128
Fiction	452	2,798
History	454	163
Miscellaneous	540	833
Poetry and the Drama	103	63
Periodical Literature	206	309
Science and Art	487	148
Voyages and Travels	370	474
Theology and Philosophy	371	109
Works of Reference	87	200
Total	3,386	5,225

READING ROOM.

Newspapers, 10. Magazines, 7. Periodicals, 15.

Assets, $6,750. *Liabilities*, $3.55.

Total amount of Government grants paid this Institute from 1868 to 1882, $4,550.

REMARKS.

The Inspector says: "The Library is in good condition, and well kept. The several departments contain most of the standard works, and some rare ones. For example, there is, in Poetry, nearly all the dramatists of the Restoration, and several of the period immediately preceding. In Theology, several of the Early Fathers, and a full set of the works of Swedenborg, the mystic, as well as a number of standard works in Law. Science and Technic Art are well represented. The Reading Room is in excellent order, and is well supplied, and seems to be well patronized."

PARKDALE MECHANICS' INSTITUTE.

Incorporated 1880.

Number of Members, 122. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$11 00	For Rent	$15 00
From Members	135 50	" Light and Heating	32 96
" Legislative Grant	200 00	" Salaries	23 25
" Donations in Money	36 00	" Books—Works of Fiction (purchase of)	140 84
		" Magazines, Newspapers, etc.	7 66
		" Miscellaneous	141 16
		Balance on hand	21 63
Total	$382 50	Total	$382 50

Donations in books or specimens for Museum, value of $20.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	10	20
Fiction	141	220
History	28	30
Miscellaneous	35	72
Poetry and the Drama	11	22
Periodical Literature	12	....
Science and Art	33	36
Voyages and Travels	17	20
Works of Reference	4	....
Total	291	420

READING ROOM.

Newspapers, 4. Magazines, 3. Periodicals, 4.

Assets, $368.84. *Liabilities*, $62.30.

Total amount of Government grants paid this Institute from 1880 to 1882, $400.

REMARKS.

The Inspector reports that "The Reading Room is well furnished, and the books in the Library are properly arranged and in excellent condition. This Institute, being in its infancy, needs all the help possible from the Government, and from the interest manifested by its members, promises to be a great advantage to this rising village."

PARKHILL MECHANICS' INSTITUTE.

Incorporated 1873.

Number of Members, 71. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$60 41	For Rent	$50 00
From Members	64 00	" Light and Heating	10 00
" Legislative Grant	200 00	" Salaries	36 00
" Donations in Money	5 00	" Books (purchase of)	6 54
" Pupils at Evening Classes	6 00	" Reviews (subscription for)	12 00
" Other sources	21 00	" Evening Classes	70 00
		" Miscellaneous	78 98
		Balance on hand	92 89
Total	$356 41	Total	$356 41

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	148	100
Fiction	339	440
History	138	120
Miscellaneous	112	80
Poetry and the Drama	74	20
Periodical Literature	105	...
Science and Art	136	50
Voyages and Travels	86	250
Works of Reference	68	9
Total	1,206	1,069

READING ROOM.

Newspapers, 2.

EVENING CLASSES.

Elementary Instruction.

No. of Pupils.	Subjects.
11	Writing and Book-keeping.
8	Arithmetic and Mensuration.

Assets, $1,306.39. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1874 to 1882, $2,109.

PERTH MECHANICS' INSTITUTE.

Incorporated 1881.

Number of Members, 130. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
From Members	$243 00	For Rent	$30 00
" Municipal Grant	100 00	" Light and Heating	103 50
" General Lectures and Entertainments	18 90	" Salaries	50 00
" Other sources	1 80	" Books (purchase of)	106 05
		" Magazines, Newspapers, etc.	41 30
		" General Lectures and Entertainments	6 65
		Balance on hand	18 20
Total	$363 70	Total	$363 70

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	70	7
Fiction	116	132
History	85	20
Miscellaneous	276	51
Poetry and the Drama	21	5
Periodical Literature	33	87
Science and Art	39	5
Voyages and Travels	25	6
Works of Reference	7	1
Total	672	314

READING ROOM.

Newspapers, 6. Magazines, 1. Periodicals, 6.

Assets, $605.20. *Liabilities*, None.

REMARKS.

The Inspector says: "This Institute, though but recently established, is already in a flourishing condition. The railway workshops recently located here will doubtless largely increase the number of members. I know of no reason why the Perth Institute should not rank among the best in the country. There is an excellent Reading Room in connection with the Institute fairly supplied with the leading magazines, periodicals and newspapers. The Management Committee is doing all in its power to make the enterprise a success."

PETERBOROUGH MECHANICS' INSTITUTE.

Incorporated 1867.

Number of Members, 313. Annual Subscription, $1 and $1.50.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$54 91	For Rent and Taxes	$101 05
From Members	372 25	" For Light and Heating	68 35
" Legislative Grant	400 00	" Salaries	163 50
" Municipal Grant	100 00	" Books (purchase of)	275 00
" Pupils at Evening Classes	52 50	" Works of Fiction (purchase of)	47 24
" General Lectures and Entertainments	115 15	" Magazines, Newspapers, etc.	136 39
" Other sources	84 27	" Evening Classes	100 00
		" General Lectures and Entertainments	120 57
		" Miscellaneous	143 59
		Balance on hand	23 28
Total	$1,179 08	Total	$1,179 08

Donations in books or specimens for Museum, value of $2.65.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	354	174
Fiction	512	2,424
History	263	153
Miscellaneous	2,091	2,684
Poetry and the Drama	90	79
Periodical Literature	87	87
Science and Art	358	214
Voyages and Travels	325	379
Works of Reference	128	....
Total	4,208	6,194

READING ROOM.

Newspapers, 14. Magazines, 12. Periodicals, 14.

EVENING CLASSES.

Elementary Instruction.		Technical Instruction.	
No. of Pupils.	Subjects.	No. of Pupils.	Subjects.
20	Writing and Book-keeping.	15	Drawing, Freehand, etc.

Assets, $4,565,63. *Liabilities*, $25.

Total amount of Government grants paid this Institute from 1868 to 1882, $5,400.

REMARKS.

The Inspector says: "The books are in excellent order. The premises are commodious and well kept. The books are freely read by members, and the general management good."

PETROLEA MECHANICS' INSTITUTE.

Incorporated 1879.

Number of Members, 130. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$98 64	For Rent	$72 00
From Members	135 50	" Light and Heating	41 35
" Legislative Grant	400 00	" Salaries	81 00
" Municipal Grant	100 00	" Books (purchase of)	363 67
" Donations in Money	72 00	" Works of Fiction (purchase of)	139 97
" Proceeds from Scientific Lectures	92 00	" Magazines, Newspapers, etc.	43 85
" General Lectures and Entertainments	54 00	" Scientific Lectures	75 00
		" Miscellaneous	113 99
		Balance on hand	21 31
Total	$952 14	Total	$952 14

Donations in books or specimens for Museum, value of $30.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	60	60
Fiction	484	1,256
History	63	81
Miscellaneous	172	341
Poetry and the Drama	50	42
Science and Art	77	53
Voyages and Travels	35	34
Works of Reference	25	..
Total	966	1,867

READING ROOM.

Newspapers, 7. Magazines, 8. Periodicals, 6.

Assets, $1,110.22 *Liabilities*, None.

Total amount of Government grants paid this Institute from 1880 to 1882, $1,200.

POINT EDWARD MECHANICS' INSTITUTE.

Incorporated 1879.

Number of Members, 53. Annual Subscription, $2 ; Juniors, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$5 27	For Rent	$160 49
From Members	137 05	" Light and Heating	14 17
" Legislative Grant	400 00	" Salaries	75 00
" Donation in Money	98 94	" Books (purchase of)	339 62
" Pupils at Evening Classes	17 25	" Works of Fiction (purchase of)	26 75
" Other sources	100 10	" Magazines, Newspapers, etc.	28 10
		" Evening Classes	55 00
		" Apparatus therefor	9 00
		" Miscellaneous	29 87
		Balance on hand	0 61
Total	$758 61	Total	$758 61

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	48	65
Fiction	103	110
History	62	47
Miscellaneous	110	114
Poetry and the Drama	7	20
Science and Art	98	93
Voyages and Travels	27	100
Works of Reference	3	..
Total	458	549

READING ROOM.

Newspapers, 8. Magazines and Periodicals, 7.

EVENING CLASSES.

Technical Instruction.

No. of Pupils.	Subjects.
13	Drawing—Freehand.

Assets, $849.24. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1880 to 1882, $1,200.

PORT ELGIN MECHANICS' INSTITUTE.

Incorporated 1870.

Number of Members, 55. Annual Subscription, $1.50.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$38 99	For Salaries	$45 13
From Members	52 50	" General Lectures and Entertainments	4 00
		" Miscellaneous	29 75
		Balance on hand	12 61
Total	$91 49	Total	$91 49

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	174	53
Fiction	164	328
History	154	31
Miscellaneous	362	95
Poetry and the Drama	65	19
Periodical Literature	14	16
Science and Art	185	53
Voyages and Travels	133	84
Works of Reference	10	..
Total	1,261	679

Assets, $852.61. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1870 to 1878, $1,064.10.

PORT HOPE MECHANICS' INSTITUTE.

Incorporated 1874.

Number of Members, 130 Annual Subscription, $2 and $4.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$68 12	For Rent	$81 75
From Members	299 50	" Light and Heating	39 15
" Legislative Grant	400 00	" Salaries	156 00
" Municipal Grant	50 00	" Books (purchase of)	250 72
" Donations in Money	32 00	" Works of Fiction (purchase of)	75 88
" Other sources	75 75	" Magazines, Newspapers, etc.	137 63
		" Miscellaneous	65 41
		Balance on hand	118 83
Total	$925 37	Total	$925 37

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	135	86
Fiction	487	1,306
History	145	84
Miscellaneous	187	140
Poetry and the Drama	27	24
Political Economy—Periodical Literature	6	60
Science and Art	105	166
Voyages and Travels	104	..
Works of Reference	21	..
Total	1,217	1,866

READING ROOM.

Newspapers, 17. Magazines, 16. Periodicals, 11

Assets, $1,607.82. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1875 to 1882, $2,800.

PRESCOTT MECHANICS' INSTITUTE.

Incorporated 1878.

Number of Members, 162. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
From Members	$158 65	For Rent and Heating	$100 00
" Legislative Grant	200 00	" Light	6 93
" Municipal Grant	100 00	" Salaries	40 00
" General Lectures and Entertainments	14 50	" Books (purchase of)	260 00
" Other sources	2 10	" Works of Fiction (purchase of)	39 75
		" Miscellaneous	22 13
		Balance on hand	6 11
Total	$475 25	Total	$475 25

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	121	126
Fiction	553	1,525
History	123	132
Miscellaneous	143	..
Poetry and the Drama	41	59
Theology and Religion	24	54
Science and Art	69	69
Voyages and Travels	122	612
Works of Reference	31	25
Total	1,227	2,602

Assets, $1,186.27. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1879 to 1882, $1,000.

PRESTON MECHANICS' INSTITUTE.

Incorporated 1871.

Number of Members, 51. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$15 56	For Rent	$40 00
From Members	51 00	" Light and Heating	15 97
" Legislative Grant	400 00	" Salaries	50 00
" Municipal Grant	200 00	" Books (purchase of)	379 47
" Donations in Money	50 00	" Works of Fiction (purchase of)	51 08
		" Magazines, Newspapers, etc.	96 09
		" Miscellaneous	75 84
		Balance on hand	8 11
Total	$716 56	Total	$716 56

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	327	75
Fiction	257	511
History	333	77
Poetry and the Drama	644	239
Periodical Literature	117	413
Science and Art	930	142
Voyages and Travels	493	555
Works of Reference	72	..
Total	3,173	2,012

READING ROOM.

Newspapers, 8. Magazines, 6. Periodicals, 14.

Assets, $5,847.46. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1871 to 1882, $4,800.

RENFREW MECHANICS' INSTITUTE.

Incorporated 1870.

Number of Members, 67. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 33 26	For Light and Heating	$ 3 00
From Members	71 00	" Salaries	10 00
" Legislative Grant	200 00	" Books (purchase of)	110 06
" Pupils at Evening Classes	12 50	" Works of Fiction (purchase of)	39 00
" General Lectures and Entertainments	28 60	" Magazines, Newspapers, etc.	23 00
		" Evening Classes	50 00
		" General Lectures and Entertainments	57 40
		" Miscellaneous	20 50
		Balance on hand	32 40
Total	$345 36	Total	$345 36

Donations in books or specimens for Museum, value of $20.

LIBRARY.

	Vols. in Library.	Vols. issued.
Biography	70	89
Fiction	147	523
History	113	245
Miscellaneous	149	82
Poetry and the Drama	38	32
Science and Art	68	67
Voyages and Travels	58	91
Works of Reference	20	6
Total	663	1,135

Evening Classes.

Elementary Instruction.

No. of Pupils.	Subjects.
25	Writing and Book-keeping.
25	English Grammar.
25	Arithmetic and Mensuration.

Assets, $787.40. *Liabilities*, $18.00.

Total amount of Government grants paid this Institute from 1871 to 1882, $270.

RICHMOND HILL MECHANICS' INSTITUTE.

Incorporated 1869.

Number of Members, 45. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 2 07	For Magazines, Newspapers and	
From Members	33 25	" Reviews, supplied by tender.	$ 26 75
" Legislative Grant	50 00	" Miscellaneous	2 50
" General Lectures and Entertainments	52 16	Balance on hand	108 23
Total	$137 48	Total	$137 48

Library.

	Vols. in Library.	Vols. issued.
Biography	97	Not reported.
Fiction	137	
History	177	
Miscellaneous	355	
Poetry and the Drama	38	
Periodical Literature	107	
Science and Art	82	
Voyages and Travels	86	
Works of Reference	160	
Total	1,239	

Reading Room.

Newspapers, 1. Magazines, 10. Periodicals, None.

Assets, $1,413.23. *Liabilities*, $156.

Total amount of Government grants paid this Institute from 1870 to 1882, $1,086.92.

RIDGETOWN MECHANICS' INSTITUTE.

Incorporated 1879.

Number of Members, 157. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$157 12	For Rent	$ 52 50
From Members	169 00	" Light and Heating	7 47
" Legislative Grant	400 00	" Salaries	45 00
" Municipal Grant	50 00	" Books (purchase of)	266 66
" Donations in money	21 11	" Works of Fiction (purchase of)	43 44
" Pupils at Evening Classes	15 50	" Magazines, Newspapers and Reviews (subscriptions for)	113 22
" General Lectures and Entertainments	254 25	" Evening Classes	115 00
" Other Sources	34 15	" General Lectures and Entertainments	153 43
		" Miscellaneous	52 55
		Balance on hand	251 96
Total	$1,101 23	Total	$1,101 23

Library.

	Vols. in Library.	Vols. Issued.
Biography	36	35
Fiction	214	998
History	81	123
Miscellaneous	64	375
Poetry and the Drama	16	45
Periodical Literature	47	367
Science and Art	83	189
Voyages and Travels	41	435
Works of Reference	40	12
Total	622	2,579

Reading Room.

Newspapers, 8. Magazines, 5. Periodicals, 9.

Evening Classes.

Elementary Instruction.

No. of Pupils.	Subjects.
17	Writing and Book-keeping.
6	English Grammar.
8	Arithmetic and Mensuration.

Assets, $1,156,96. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1880 to 1882, $1,200.

SCARBORO' MECHANICS' INSTITUTE.

Incorporated 1878.

Number of Members, 56. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 3 02	For Rent of Ground	$ 1 00
From Members	60 64	" Salaries	3 00
" Municipal Grant	25 00	" Books (purchase of)	51 50
		" Miscellaneous	25 78
		Balance on hand	7 38
Total	$88 66	Total	$88 66

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	189	
Fiction	268	
History	184	
Miscellaneous	464	
Poetry and the Drama	50	Not reported.
Periodical Literature	89	
Science and Art	151	
Voyages and Travels	165	
Works of Reference	30	
Total	1,590	1,929

Assets, $1,057.38. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1879 to 1882, $460.64.

SEAFORTH MECHANICS' INSTITUTE.

Incorporated 1869.

Number of Members, 359. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 93 84	For Rent	$131 25
From Members	358 00	" Light and Heating	89 15
" Legislative Grant	400 00	" Salaries	281 25
" Municipal Grant	100 00	" Books (purchase of)	124 32
" Donations in money	31 00	" Works of Fiction (purchase of)	25 83
" Pupils at Evening Classes	75 00	" Magazines, Newspapers, etc.	123 20
" General Lectures and Entertainments	61 85	" Evening Classes	150 00
" Other sources	52 60	" Apparatus therefor	10 00
		" General Lectures and Entertainments	10 00
		" Miscellaneous	138 32
		Balance on hand	88 97
Total	$1,172 29		$1,172 29

Donations in books or specimens for Museum, value of $20.45.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	147	570
Fiction	537	3,625
History	288	916
Miscellaneous	254	721
Poetry and the Drama	53	200
Periodical Literature	176	826
Science and Art	322	359
Voyages and Travels	162	1,425
Works of Reference	30	
Total	1,969	8,642

READING ROOM.

Newspapers, 16. Magazines, 6. Periodicals, 7.

EVENING CLASSES.

Elementary Instruction.		Technical Instruction.	
No. of Pupils.	Subjects.	No. of Pupils.	Subjects.
10	Writing and Book-keeping.	35	Drawing, Freehand, etc.

Assets, $3,748.97. *Liabilities*, $911.06.

Total amount of Government grants paid this Institute from 1869 to 1882, $3,600.

REMARKS.

The Inspector says: "The Library is in good condition and the Reading Room well patronized; over 8,600 volumes have been issued during this year."

SIMCOE MECHANICS' INSTITUTE.

Incorporated 1850.

Number of Members, 216. Annual Subscription, $.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$385 04	For Salaries	$ 53 00
From Members	166 50	" Books (purchase of)	1,160 00
" Legislative Grant	400 00	" Works of Fiction (purchase of)	216 49
" Municipal Grant	200 00	" Miscellaneous	202 68
" Donations in money	5 00	Balance on hand	1 91
" General Lectures and Entertainments	47 75		
" Other sources	213 30		
Total	$1,417 59	Total	$1,417 59

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	207	No record.
Fiction	988	
History	210	
Miscellaneous	422	
Poetry and the Drama	112	
Science and Art	202	
Voyages and Travels	226	
Works of Reference	63	
Total	2,430	5,674

Assets, $8,895.04. *Liabilities*, $1,300.

Total amount of Government grants paid this Institute from 1871 to 1882, $4,000.

SMITH'S FALLS MECHANICS' INSTITUTE.

Incorporated 1854.

Number of Members, 228. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 7 50	For Rent	$ 68 75
From Members	209 25	" Light and Heating	47 35
" Legislative Grant	400 00	" Salaries	85 00
" Municipal Grant	25 00	" Books (purchase of)	189 15
" Donations in money	45 00	" Works of Fiction (purchase of)	66 38
" Pupils at Evening Classes	10 00	" Magazines, Newspapers, etc.	60 35
" General Lectures and Entertainments	41 30	" Evening Classes	50 00
" Other sources	11 75	" Miscellaneous	182 23
		Balance on hand	59
Total	$749 80	Total	$749 80

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	204	207
Fiction	302	2,513
History	211	169
Miscellaneous	572	724
Poetry and the Drama	47	96
Periodical Literature	66	380
Science and Art	317	320
Voyages and Travels	208	400
Works of Reference	111	
Total	2,038	4,808

READING ROOM.

Newspapers, 10. Magazines, 3. Periodicals, 7.

EVENING CLASSES.

Elementary Instruction.

No. of Pupils.	Subjects.
27	Writing and Book-keeping.
27	English Grammar.
27	Arithmetic and Mensuration.

Assets, $3,124.29. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1869 to 1882, $2,300.

REMARKS.

The Inspector says: "This Institute is in a very satisfactory condition. The Library is well patronized, the Reading Room affords every facility for information as to the current events of the day, and all the principal magazines, periodicals and newspapers are kept constantly on hand.

"The Evening Classes introduced last winter supplied a want long felt among the mechanics of the town. It is the intention to continue them, and they will doubtless increase in popularity and attendance. The membership has largely increased and the Institute is now on a sound basis both financially and otherwise."

ST. CATHARINES MECHANICS' INSTITUTE.

Incorporated 1849.

Number of Members, 276. Annual Subscription, $2.

Receipts during the year.		*Expenditure during the year.*	
From Members	$272 75	Balance due Treasurer, 1881	$ 75 41
" Legislative Grant	400 00	For Rent	100 00
" Municipal Grant	150 00	" Light and Heating	48 17
" Other sources	26 00	" Salaries	191 07
Due Treasurer	29 18	" *Books (purchase of)	348 19
		" Works of Fiction (purchase of)	35 40
		" Magazines, Newspapers, etc.	59 69
		" Miscellaneous	20 00
Total	$877 93	Total	$877 93

* $37.60 expended for books since 1st May, 1882.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	434	245
Fiction	1,299	1,639
History	493	429
Miscellaneous	616	414
Poetry and the Drama	146	164
Periodical Literature	182	2,429
Science and Art	550	286
Voyages and Travels	521	1,183
Works of Reference	148	....
Total	4,389	6,789

READING ROOM.

Newspapers, 5. Magazines, 5. Periodicals, 10.

Assets, $4,762. *Liabilities*, $29.18.

Total amount of Government grants paid to this Institute from 1871 to 1882, $4,800.

REMARKS.

The Inspector says: "The Library is in excellent order, and the Reading Room is kept in a very satisfactory condition."

ST. GEORGE MECHANICS' INSTITUTE.

Incorporated 1879.

Number of Members, 62. Annual Subscription, $1 and $1.50.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 15 25	For Rent	$ 55 00
From Members	62 30	" Light and Heating	14 52
" Legislative Grant	200 00	" Books (purchase of)	243 58
" Municipal Grant	30 00	" Works of Fiction (purchase of)	47 30
" Donations in money	6 00	" Magazines, Newspapers, etc.	31 50
" General Lectures and Entertainments	213 17	" General Lectures and Entertainments	111 35
		" Miscellaneous	20 25
		Balance on hand	3 22
Total	$526 72	Total	$526 72

Donations in books or specimens for Museum, value of $20.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	77	40
Fiction	291	522
History	114	31
Miscellaneous	75	45
Poetry and the Drama	13	15
Periodical Literature	25	
Science and Art	67	41
Voyages and Travels	101	128
Works of Reference	22	30
Total	785	852

READING ROOM.

Newspapers, 5. Magazines, 4. Periodicals, 5.

Assets, $888.93. *Liabilities*, $97.50.

Total amount of Government grants paid this Institute from 1880 to 1882, $800.

REMARKS.

The Inspector says: "This Institute is evidently doing good work."

ST. MARY'S MECHANICS' INSTITUTE.

Incorporated 1869.

Number of Members, 139. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$156 28	For Rent	$ 84 00
From Members	133 50	" Light and Heating	26 60
" Municipal Grant	150 00	" Salaries	100 00
" Pupils at Evening Classes	82 00	" Books (purchase of)	202 00
" Other sources	304 04	" Magazines, Newspapers, etc	120 82
		" Evening Classes	184 00
		" Apparatus therefor	54 60
		" Miscellaneous	53 80
Total	$825 82	Total	$825 82

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	309	85
Fiction	600	1,429
History	400	156
Miscellaneous	825	475
Poetry and the Drama	140	69
Periodical Literature	136	27
Science and Art	418	159
Voyages and Travels	315	257
Works of Reference	128	
Total	3,271	2,657

READING ROOM.

Newspapers, 6. Magazines, 3. Periodicals, 4.

EVENING CLASSES.

Technical Instruction.

No. of Pupils.	Subjects.
32	Drawing—Freehand, etc.

Assets, $3,165. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1870 to 1880, $3,609.

ST. THOMAS MECHANICS' INSTITUTE.

Incorporated 1873.

Number of Members, 500. Annual Subscription, $1. Boys, 50 cents.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$216 00	For Rent	$ 72 00
From Members	346 50	" Light and Heating	82 00
" Legislative Grant	400 00	" Salaries	300 00
" Donations in Money	82 00	" Books (purchase of)	294 98
" Pupils at Evening Class	38 60	" Magazines, Newspapers, etc.	125 99
" General Lectures and Entertainments	93 45	" Evening Classes	78 50
" Other sources	73 44	" General Lectures and Entertainments	71 55
		" Miscellaneous	92 81
		Balance on hand	132 63
Total	$1,250 46	Total	$1,250 46

Donations in books or specimens for Museum, value of $105.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	63	Not specified separately.
Fiction	441	
History	142	
Miscellaneous	632	
Poetry and the Drama	5	
Periodical Literature	41	
Science and Art	137	
Voyages and Travels	60	
Works of Reference	59	
Total	1,580	6,324

READING ROOM.

Newspapers, 42. Magazines, 25.

EVENING CLASSES.

Elementary Instruction.		Technical Instruction.	
No. of Pupils.	Subjects.	No. of Pupils.	Subjects.
59	Arithmetic and Mensuration.	14	Drawing, Freehand, etc.

Assets, $1,200. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1874 to 1882, $2,000.

STOUFFVILLE MECHANICS' INSTITUTE.

Incorporated 1878.

Number of Members, 97. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
From Members	$ 94 60	For Rent	$ 17 08
" Legislative Grant	230 00	" Salaries	8 75
" Donations in Money	4 75	" Books (purchase of)	176 93
" Pupils at Evening Class	16 75	" Works of Fiction (purchase of)	44 00
" General Lectures and Entertainments	12 50	" Magazines, Newspapers, etc.	33 63
" Other sources	19 85	" Evening Classes	60 00
		" Apparatus therefor	19 95
		" General Lectures and Entertainments	4 25
		" Miscellaneous	13 60
		Balance on hand	0 26
Total	$378 45	Total	$378 45

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	50	55
Fiction	159	515
History	83	31
Miscellaneous	163	148
Poetry and the Drama	27	19
Periodical Literature	11	31
Science and Art	147	103
Voyages and Travels	59	102
Works of Reference	40	3
Total	739	1,007

READING ROOM.

Newspapers, 7. Magazines, 4. Periodicals, 2.

EVENING CLASSES.

Elementary Instruction. Technical Instruction.

No. of Pupils.	Subjects.	No. of Pupils.	Subject.
39	Writing and Book-keeping.	8	Chemistry.

Assets, $910.26. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1879 to 1882, $886.76.

REMARKS.

The Inspector says the Reading Room and the books in the Library are in excellent order.

STRATFORD MECHANICS' INSTITUTE.

Incorporated 1846.

Number of Members, 140. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 3 37	For Rent	$ 50 00
From Members	135 50	" Light and Heating	52 00
" Legislative Grant	400 00	" Salaries	60 00
" Donations in Money	175 00	" Books (purchase of)	291 82
" Pupils at Evening Classes.	51 00	" Magazines, Newspapers, etc.	112 01
" General Lectures and Entertainments	31 87	" Evening Classes	116 65
" Other sources	59 87	" General Lectures and Entertainments	8 50
		" Miscellaneous	149 96
		Balance on hand	15 67
Total	$856 61	Total	$856 61

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	161	330
Fiction	1,040	35
History and Travels	344	465
Miscellaneous	668	107
Poetry and the Drama	90	
Periodical Literature	280	1,784
Science and Art	268	250
Works of Reference	61	7
Total	2,912	2,978

READING ROOM.

Newspapers, 9. Magazines, 22. Periodicals, 8.

EVENING CLASSES.

Elementary Instruction.		Technical Instruction.	
No. of Pupils.	Subjects.	No. of Pupils.	Subjects.
18	Writing and Book-keeping.	27	Drawing, Freehand, etc.
18	English Grammar.		
18	Arithmetic and Mensuration.		

Assets, $2,230.67. *Liabilities*, $182.37.

Total amount of Government grants paid this Institute from 1869 to 1882, $4,025.80.

STRATHROY MECHANICS' INSTITUTE.

Incorporated 1872.

Number of Members, 130. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 21 80	For Rent	$ 60 00
From Members	123 50	" Light and Heating	20 65
" Legislative Grant	350 00	" Salaries	100 00
" Donations in Money	118 42	" Books (purchase of)	185 17
" Proceeds from Scientific Lectures	9 68	" Works of Fiction (purchase of)	48 00
" Pupils at Evening Classes.	83 00	" Magazines, Newspapers, etc.	110 34
" General Lectures and Entertainments	75 55	" Evening Classes	44 75
" Other sources	20 25	" Apparatus therefor	31 54
		" Scientific Lectures	9 68
		" General Lectures and Entertainments	77 50
		" Miscellaneous	69 93
		Balance on hand	44 64
Total	$802 20	Total	$802 20

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	136	142
Fiction	508	2,977
History	265	237
Miscellaneous	261	274
Poetry and the Drama	69	87
Periodical Literature	53	338
Science and Art	198	104
Voyages and Travels	143	500
Works of Reference	163	128
Total	1,796	4,787

READING ROOM.

Newspapers, 7. Magazines, 5. Periodicals, 9.

EVENING CLASSES.

Elementary Instruction.

No. of Pupils.	Subjects.
116	Writing and Book-keeping.
18	English Grammar.
47	Arithmentic and Mensuration.

Assets, $2,844.64. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1868 to 1882, $3,888.34.

STREETSVILLE MECHANICS' INSTITUTE.

Incorporated 1854.

Number of Members, 120. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$0 89	For Rent	$40 00
From Members	62 50	" Salaries	30 00
" Legislative Grant	200 00	" *Books (purchase of)	144 87
" Donations in Money	81 76	" Works of Fiction (purchase of)	40 00
" General Lectures and Entertainments	18 10	" Magazines, Newspapers, and Reviews (subscription for)	45 13
" Other sources	2 82	" General Lectures and Entertainments	7 50
		" Miscellaneous	58 57
Total	$366 07	Total	$366 07

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	150	20
Fiction	458	2,000
History	194	30
Miscellaneous	279	325
Poetry and the Drama	58	25
Science and Art	283	100
Voyages and Travels	157	122
Works of Reference	29	2
Total	1,608	2,624

* $30 expended for books since 1st May, 1882.

READING ROOM.

Magazines, 8. Periodicals, 4.

Assets, $2,627.50. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1868 to 1882, $2,477.

TILSONBURG MECHANICS' INSTITUTE.

Incorporated 1880.

Number of Members, Not reported. Annual Subscription, Not reported.

Receipts during the Year.		*Expenditure during the year.*	
Balance on hand	$ 4 14	For Rent	$ 24 00
From Members	54 50	" Light and Heating	1 25
" Legislative Grant	400 00	" Salaries	20 65
		" Books (purchase of)	225 45
		" Magazines, Newspapers, etc.	11 00
		" Miscellaneous	36 41
		Balance on hand	139 88
Total	$458 64	Total	$458 64

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	Not reported.	10
Fiction		500
History		20
Miscellaneous		140
Poetry and the Drama		5
Periodical Literature		..
Science and Art		25
Voyages and Travels		100
Works of Reference		..
		800

Assets, $534.07. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1881 to 1882, $800.

TORONTO MECHANICS' INSTITUTE.

Established 1831. Incorporated, 1847.

Number of Members, 1,034. Annual Subscription, $3. Ladies, $2.50.
Families and Clubs at a reduced rate.

Receipts during the year.			*Expenditure during the year.*		
Balance on hand	$ 264	61	For Rent	$	
From Members	2,132	26	" Light and Heating	853	48
" Legislative Grant	400	00	" Salaries	1,397	96
" Donations in Money	100	00	" Books (purchase of)	34	50
" Recreation Room	1,224	00	" Works of Fiction (purchase of)	159	82
" Other sources	1,550	17	" Magazines, Newspapers, etc	408	38
			" Recreation Room	993	94
			" Miscellaneous	1,751	63
			Balance on hand	71	33
Total	$5,671	04	Total	$5,671	04

Library.

	Vols. in Library.	Vols. Issued.
Biography	712	494
Fiction	3,539	21,462
History	765	631
Miscellaneous	642	513
Poetry and the Drama	218	195
Periodical Literature	1,699	2,061
Science and Art	570	501
Voyages and Travels	719	969
Works of Reference	1,402	88
Religious	234	154
Total	10,500	27,073

Reading Room.

Newspapers, 53. Magazines, 35. Periodicals, 21.

Assets, $49,953.69. *Liabilities*, $20,821.67.

Total amount of Government grants paid this Institute from 1868 to 1882, $5,400.

Remarks.

The Directors report that they have no evening classes on account of the Public School Board having opened night classes.

The Inspector says: "The Directors have been exceedingly economical during the past year, with a view to placing the Institute on a better financial basis. They are now in a much more prosperous condition than they were one year ago."

UXBRIDGE MECHANICS' INSTITUTE.

Originally Established, 1859. Incorporated, 1873.

Number of Members, 170. Annual Subscription, $1 and $2.

Receipts during the year.		*Expenditure during the year.*	
From Members	$208 65	For Rent	$122 00
" Legislative Grant	400 00	" Light and Heating	91 07½
" Pupils at Evening Classes	83 50	" Books (purchase of)	232 30
" General Lectures and Entertainments	422 90	" Works of Fiction (purchase of)	70 48
Other sources	66 50	" Magazines, Newspapers, etc	61 57
		" Evening Classes	131 50
		" General Lectures and Entertainments	178 51
		" Miscellaneous	185 61
		Balance on hand	38 50½
Total	$1,111 55	Total	$1,111 55

Donations in books or specimens for Museum, value of $20.

Library.

	Vols. in Library.	Vols. Issued.
Biography	335	612
Fiction	1,167	3,864
History	249	720
Miscellaneous	206	120
Poetry and the Drama	47	84
Periodical Literature	25	64
Science and Art	430	371
Voyages and Travels	259	520
Works of Reference	41	..
Total	2,759	6,355

Reading Room.

Newspapers, 12. Magazines, 7. Periodicals, 5.

Evening Classes.

Elementary Instruction. Technical Instruction.

No. of Pupils.	Subject.	No. of Pupils.	Subjects.
19	Writing and Book-keeping.	41	Drawing, Freehand, etc.

Assets, $3,800.50½. *Liabilities*, $123.82.

Total amount of Government grants paid this Institute from 1873 to 1882, $3,800.

WALKERTON MECHANICS' INSTITUTE.

Incorporated 1875.

Number of Members, 126. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 5 33	For Rent	$ 36 00
From Members	126 20	" Books (purchase of)	86 09
" General Lectures and Entertainments	31 75	" General Lectures and Entertainments	22 50
Deficit	9 63	" Miscellaneous	28 32
Total	$172 91	Total	$172 91

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	33	19
Fiction	315	1,847
History	75	39
Miscellaneous	310	183
Poetry and the Drama	29	9
Periodical Literature	6	
Science and Art	68	
Voyages and Travels	44	82
Works of Reference	4	
Total	884	2,179

Assets, $1,000. *Liabilities*, $9.63

Total amount of Government grants paid this Institute for 1876 and 1877, $800.

WATERDOWN MECHANICS' INSTITUTE.

Incorporated 1873.

Number of Members, 17. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 26 50	For Light and Heating	$ 1 25
From Members	17 00	" Books (purchase of)	19 25
		" Magazines, Newspapers, etc	10 00
		Balance on hand	13 00
Total	$ 43 50	Total	$ 43 50

LIBRARY.

	Vols. in Library.	Vols. Issued.
Fiction	65	
History	360	
Miscellaneous	320	
Poetry and the Drama	100	
Periodical Literature	104	
Science and Art	114	
Voyages and Travels	257	
Total	1,320	

Assets, $1,538. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1872 to 1879, $370.

WATERLOO MECHANICS' INSTITUTE.

Incorporated 1875.

Number of Members, 115. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 12 32	For Light and Heating	$ 21 05
From Members	71 15	" Salaries	40 00
" Legislative Grant	300 00	" Books (purchase of)	241 84
" Municipal Grant	50 00	" Works of Fiction (purchase of)	53 44
" Donations in money	82 05	" Magazines, Newspapers, etc.	20 45
" Pupils at Evening Classes	80 00	" Evening Classes	169 00
" General Lectures and Entertainments	33 80	" Apparatus therefor	1 75
		" General Lectures and Entertainments	13 80
		" Miscellaneous	58 23
		Balance on hand	9 76
Total	$629 32	Total	$629 32

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	85	85
Fiction	718	718
History	105	105
Miscellaneous	494	494
Poetry and the Drama	65	65
Periodical Literature	401	401
Science and Art	84	84
Voyages and Travels	97	97
Works of Reference	5	5
Total	2,054	2,054

EVENING CLASSES.

Elementary Instruction.

No. of Pupils.	Subjects.
16	Writing and Book-keeping.

Assets, $2,185.71. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1876 to 1882, $2,300.

WELLAND MECHANICS' INSTITUTE.

Incorporated 1875.

Number of Members, 116. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 6 20	For Salaries	$ 10 00
From Members	103 50	" Books (purchase of)	219 37
" Legislative Grant	150 00	" Works of Fiction (purchase of)	7 50
" General Lectures and Entertainments	41 00	" General Lectures and Entertainments	7 67
" Other Sources	60	" Miscellaneous	38 69
		Balance on hand	18 07
Total	$301 30	Total	$301 30

Donations in books or specimens for Museum, value $10.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	49	49
Fiction	1,398	1,398
History	61	61
Miscellaneous	98	98
Poetry and the Drama	8	8
Science and Art	80	80
Voyages and Travels	253	253
Works of Reference	1	1
Total	1,948	1,948

Assets, $1,173.69. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1876 to 1882, $800.

WIARTON MECHANICS' INSTITUTE.

Incorporated 1877.

Number of Members, 90. Annual Subscription, $1.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 0 37	For Rent	$ 24 00
From Members	51 00	" Light and Heating	14 00
" Legislative Grant	150 00	" Salaries	33 00
" General Lectures and Entertainments	25 00	" Books (purchase of)	75 00
		" Works of Fiction (purchase of)	26 00
		" Magazines, Newspapers, etc.	21 54
		" Miscellaneous	32 61
		Balance on hand	0 32
Total	$226 46	Total	$226 47

Library.

	Vols. in Library.	Vols. Issued.
Biography	25	30
Fiction	181	336
History	46	35
Miscellaneous	105	50
Poetry and the Drama	57	5
Periodical Literature	..	..
Science and Art	29	6
Voyages and Travels	95	40
Works of Reference	7	2
Total	545	504

Assets, $212.32. *Liabilities*, $4.

Total amount of Government grants paid this Institute from 1880 to 1882, $300.

WINGHAM MECHANICS' INSTITUTE.

Incorporated 1876.

Number of Members, 84. Annual subcription, $1. Apprentices, 50 cents.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 21 06	For Rent	$ 35 00
From Members	77 15	" Light and heating	13 02
" Municipal Grant	75 00	" Salaries	25 46
" Donations in money	115 00	" Books (purchase of)	175 26
" Pupils at Evening Classes.	29 00	" Works of Fiction (purchase of)	21 95
" General Lectures and Entertainments	58 25	" Magazines, Newspapers, etc.	3 65
" Other sources	35 35	" Evening Classes	100 00
		" Apparatus therefor	23 69
		" Miscellaneous	6 65
		Balance on hand	6 13
Total	$410 81	Total	$410 81

Donations in books or specimens for Museum, value of $2.50.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	147	57
Fiction	172	610
History	101	137
Miscellaneous	149	169
Poetry and the Drama	46	30
Periodical Literature	32	19
Science and Art	125	98
Voyages and Travels	76	258
Works of Reference	33	..
Total	881	1,376

READING ROOM.

Newspapers, 10. Magazines, 2. Periodicals, 3.

EVENING CLASSES.

Elementary Instruction.

No. of Pupils.	Subjects.
29	Writing and Book-keeping.
29	English Grammar.
27	Arithmetic and Mensuration.

Assets, $1,100.63. *Liabilities*, $48.50.

Total amount of Government grants paid this Institute from 1877 to 1878, $800.

REMARKS.

The Inspector says a large addition has been made to the Library, and the Reading Room is still carried on.

WOODBRIDGE MECHANICS' INSTITUTE.

Incorporated 1877.

Number of Members, 35. Annual Subscription, $1.
Ladies and Apprentices, 50 cents.

Receipts during the year.		*Expenditure during the year.*	
Balance on hand	$ 48 00	For Salaries	$ 6 00
From Members	59 50	" Miscellaneous	5 05
" Legislative Grant	150 00	Balance on hand	246 45
Total	$257 50	Total	$257 50

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	40	
Fiction	80	
History	65	
Miscellaneous	120	
Poetry and the Drama	20	
Periodical Literature	..	
Voyages and Travels	32	
Science and Art	34	
Works of Reference	..	
Total	391	

Assets $988.15. *Liabilities*, $95.84.

Total amount of Government grants paid this Institute from 1878 to 1882, $765.42.

WOODSTOCK MECHANICS' INSTITUTE.

Incorporated 1835.

Number of Members, 268. Annual Subscription, $1.50.

Receipts during the year.		*Expenditure during the year.*	
From Members	$409 81	For Rent	$175 00
" Legislative Grant	400 00	" Light and heating	59 75
" Donations in money	10 00	" Salaries	144 00
" Pupils at Evening Classes.	66 00	" Books (purchase of)	262 07
" From General Lectures and Entertainments	52 10	" Works of Fiction (purchase of)	35 40
		" Magazines, Newspapers and Reviews (subscription for)	45 50
		" Evening Classes	94 05
		" General Lectures and Entertainments	38 25
		" Miscellaneous	64 23
		Balance on hand	19 66
Total	$937 91	Total	$937 91

Donations in books, value of $75.

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	296	270
Fiction	1,403	7,500
History	313	156
Miscellaneous	877	1,572
Poetry and the Drama	71	72
Periodical Literature	28	7,926
Science and Art	316	120
Voyages and Travels	294	720
Works of Reference	200	..
Total	3,798	18,336

READING ROOM.

Newspapers, 11. Magazines, 5. Periodicals, 23.

EVENING CLASSES.

Elementary Instruction.

No. of Pupils.	Subjects.
33	Writing and Book-keeping.

Assets, $3,169.66. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1869 to 1882, $5,150.

WROXETER MECHANICS' INSTITUTE.

Incorporated 1872.

Number of Members—Not reported. Annual subscription—Not reported.

Receipts during the year.		*Expenditure during the year.*	
From Members	$80 78	For Rent	$ 20 00
" Legislative Grant	170 00	" Books (purchase of)	199 93
" Other sources	12 00	" Works of Fiction (purchase of)	20 72
		" Miscellaneous	16 41
		" Balance on hand	5 72
Total	$262 78	Total	$262 78

LIBRARY.

	Vols. in Library.	Vols. Issued.
Biography	Not Reported.	59
Fiction		250
History		94
Miscellaneous		101
Poetry and the Drama		8
Periodical Literature		70
Science and Art		15
Voyages and Travels		24
Works of Reference		..
Total		621

Assets, $1,125.72. *Liabilities*, None.

Total amount of Government grants paid this Institute from 1875 to 1882, $891.38.

Conclusion.

Under the foregoing heads I have presented to your Honour the proceedings of the Department from 1st January to 31st December, 1882 (Part I), and the Statistics of the Public, Separate and High Schools for the previous year (Part II).

In Part III is submitted the valuable information specially obtained through Dr. McLellan in reference to the systems pursued with respect to Normal School training, and as to Elementary and Secondary Education in some of the United States, to which a brief allusion was made in my last Report. The Report on the Kindergarten system, by Mr. Hughes, is also included, and arrangements are now in progress for the encouragement of the Kindergarten in our own schools.

I have added, in Part IV, an account of what has been accomplished during the year in the promotion of education of a technical character in Science and Art, including the Report of the Board of Mangement of the School of Practical Science, the proceedings relating to Mechanics' Institutes, the Ontario School of Art, and kindred Institutions.

I have the honour to be,

Your Honour's obedient servant,

Adam Crooks,

Minister of Education.

Education Department (Ontario),
Toronto, January, 1883.

REPORT

OF THE

DEPARTMENT OF IMMIGRATION

FOR THE

PROVINCE OF ONTARIO,

FOR THE YEAR

1882.

Printed by Order of the Legislative Assembly.

Toronto:
PRINTED BY C. BLACKETT ROBINSON, 5 JORDAN STREET.
1882.

CONTENTS.

	PAGE.
COMMISSIONER'S REPORT	iii.
APPENDIX No. 1—Report of Mr. Peter Byrne, Ontario Agent, Liverpool, England	1
" No. 2—Report of Richard M. Persse, Ontario Agent, Quebec	3
" No. 3—Report of Edwin Clay, Dominion Agent, Halifax	19
" No. 4—Report of W. J. Willis, Dominion Agent, Ottawa	21
" No. 5—Report of R. Macpherson, Dominion Agent, Kingston	26
" No. 6—Report of John A. Donaldson, Dominion Agent, Toronto	31
" No. 7—Extracts from Report of John Smith, Dominion Agent, Hamilton	37
" No. 8—Report of A. G. Smyth, Dominion Agent, London	49

REPORT

OF THE

COMMISSIONER OF IMMIGRATION,

FOR THE

YEAR ENDING 31st DECEMBER, 1882.

To the Honourable JOHN BEVERLEY ROBINSON,
Lieutenant-Governor of the Province of Ontario.

MAY IT PLEASE YOUR HONOUR:

The undersigned has the honour to submit the following Report on the operations of the Department of Immigration, for the year ending 31st December, 1882.

As compared with 1881, there was a large increase in the number of immigrants landed at Quebec and in the number settled in Ontario during the past year. A considerable number remained in the Province of Quebec, and there was a marked decrease in the number of those who passed from Quebec through this Province to the United States. Owing to the increased demand for labour, more immigrants than usual settled in the eastern districts of Ontario.

There are many indications that the volume of immigration will be very largely increased during the approaching season. The condition of the labouring and agricultural classes in Great Britain and Ireland is such as to increase rather than diminish the desire among the people to emigrate for the purpose of bettering their condition, while the various agencies for the promotion of emigration have been stimulated to greater exertions by the success attending their former operations. The appropriation by the Imperial Parliament of nearly half a million of dollars (£100,000 sterling), to assist emigration from the most destitute parts of Ireland, will undoubtedly be the means of sending many persons to Canada. Major Gaskell, who recently visited this Province in connection with the Irish-Imperial Emigration Scheme, and spent several days in Toronto, is prepared, when the season opens, to send out any number of families up to one hundred every fortnight.

The whole matter was fully discussed with him, and an arrangement made whereby he will send only such numbers as the Department advise him from time time can find immediate employment.

This arrangement will entail some additional expense on the Department, but the advantages it will secure for obtaining a greater supply of farm labourers and female domestic servants, will more than compensate the Province for the outlay. Major Gaskell has also undertaken, when large families are sent out, that the greater number of the children shall be old enough to enter upon some kind of employment, so that each family may be entirely self-supporting.

During the season Mr. Jacob Holyoake, on behalf of the British Government, visited the various Provinces of the Dominion, in order to gather information as to their suitability as fields of Immigration for British labourers and mechanics: Mr. Vere Foster, who within the past six or eight years has sent a large number of female domestic servants from Ireland to America, visited the Dominion, and Mr. J. J. Jones, of the London School Board, came to this Province twice in the interests of Immigration. I understand that Mr. Jones is to convey to his countrymen the results of his observations in a series of lectures, to be delivered in the rural districts of England and Wales. The visits of these and other influential gentlemen cannot fail sensibly to affect emigration during the approaching season.

Female Domestic Servants.

The result of granting free railway passes to female domestic servants from Quebec to this Province by the Ontario Government has been very satisfactory. During the past Immigration season at Quebec one thousand five hundred and sixty-six girls received free passes to various parts of Ontario; and it is estimated that not less than two thousand found their way to this Province during the year. This is probably double the average annual number. All were readily engaged on their arrival at wages ranging from $6 to $10 per month with maintenance; but the demand still continued, especially among the farmers, and in towns and villages. It is expected that the demand in the rural districts may be partially met during the ensuing season by the young women belonging to friends coming from the country districts of Ireland. Miss E. Richardson, who, I believe, is still in Canada, came into this Province late in the season on behalf of the Female Emigration Society of London, to report on the condition of female domestic servants sent out to the Dominion. She has already visited Toronto, Hamilton, London, Kingston, Ottawa and other places, and is still in pursuance of her mission.

Farm Labourers.

There has been little change in the demand for farm labourers since the date of my last report. The proportion of single men among the arrivals during the past year was smaller than in previous years, consequently the demand for that class was more pressing. The rate of wages they obtained ranged from $140 to $180 per annum, with maintenance. Those who reached Toronto Depot were nearly all engaged by farmers who came to meet

them, and few were available to fill orders received by mail; the demand for farm labourers having been greater in the eastern districts of Ontario than in former years, many of the single men were engaged before they reached Toronto. Farmers in future will be under the necessity of utilizing the services of men with families, as the supply of single men must necessarily be limited.

Tenant Farmers.

Many tenant farmers settled in the Province in 1882; unfortunately, there are no means for ascertaining the actual number. Many of them purchased farms through the Canada West Land and Agency Company. The list of farms published by this Company under the name of the *Canadian Farm Journal*, contains particulars of $6,000,000 worth of property, and much valuable information regarding the various counties of Ontario, condensed from the Report of the Agricultural Commission. About 30,000 copies of the Journal were circulated last year, and 15,000 copies of the January number of 1883 have been printed. I understand that the Company have sold several farms to gentlemen from Ceylon, and are expecting a number of others this year, owing to the failure of the coffee crops in that island. They have also recently effected a sale of two farms near Ingersoll for $50,000 cash, to gentlemen lately from Chili, South America.

The arrivals at Quebec in 1881 and 1882 respectively, were as follows:—

1881—Steerage passengers, 26,049; Cabin, 3,489	29,538
1882—Steerage passengers, 41,958; Cabin, 4,136	46,094
Increase in 1882	16,556
Total arrivals at Halifax in 1882	8,723
Total arrivals at Quebec in 1882	46,094
Total arrivals at Halifax and Quebec in 1882	54,817
Total arrivals at Halifax and Quebec in 1881	32,184
Increase in 1882	22,633

The following is a statement of the number of immigrants settled in the Province of Ontario, through the Ottawa, Kingston, Toronto, Hamilton, and London Agencies, with their nationalities, during the years 1876, 1877, 1878, 1879, 1880, 1881, and 1882 respectively:—

Year.	English.	Scotch.	Irish.	German.	Other Countries.	Total.
1876.	5,722	1,054	1,266	654	2,736	11,432
1877.	4,891	1,362	1,310	756	3,335	11,654
1878.	6,124	1,785	1,551	620	2,975	13,055

Year.	English.	Scotch.	Irish.	German.	Other Countries.	Total.
1879.	12,169	2,894	3,993	1,450	3,901	24,407
1880.	7,980	3,027	4,518	1,197	2,569	19,291
1881.	7,704	3,070	4,521	1,274	1,664	18,233
1882.	10,873	3,173	6,322	1,033	1,290	22,691

The above table shows an increase of 4,458 in 1882 as compared with 1881.

The total arrivals in and departures from Ontario, in 1881 and 1882 respectively, were as follows :—

Via St. Lawrence.	United States.	Total Arrivals.	Passed through the Province.	Remained in Ontario.
1881—20,899	58,254	79,153	60,920	18,233
1882—34,020	66,515	100,535	77,844	22,691
		Increase in 1882.....		4,458

The immigrants settled in this Province during the years 1877, 1878, 1879, 1880, 1881, and 1882 were distributed through its respective Agencies as follows :—

Year.	Ottawa.	Kingston.	Toronto.	Hamilton.	London.	Total.
1877.	431	743	2,534	6,590	1,356	11,654
1878.	416	746	4,602	6,348	943	13,055
1879.	608	1,134	9,509	10,639	2,517	24,407
1880.	767	1,363	7,094	8,241	1,826	19,291
1881.	977	2,187	7,779	6,227	1,063	18,233
1882.	2,248	5,473	8,404	5,365	1,201	22,691

In addition to the above immigrants, the following numbers were reported through the Customs as having arrived and settled in Ontario :—

	1877.	1878.	1879.	1880.	1881.	1882.
Ottawa and ports within its Agency.....	1,029	842	768	721	No return.	1,133
Kingston do ..	1,770	649	566	589	859	958
Toronto do ..	1,412	837	716	646	1,145	1,546
Hamilton do		674	959	748	930	1,138
London do ..	2,014	1,883	1,411	2,731	4,033	6,740
Total	6,225	4,885	4,420	5,435	6,967	11,515
Increase in 1882, through Customs.....						4,548

STATEMENT showing the number of persons who arrived at the undermentioned Ports of Entry, with value of their effects, from the United States, for settlement in the Province of Ontario, from the 1st January to the 31st December, 1882.

PORTS OF ENTRY.	Total reported.	NATIONALITIES.					SEXES.			VALUE OF EFFECTS.
		Canadians.	English.	Irish.	Scotch.	Other Countries.	Males.	Females.	Children.	
										$ c.
Ottawa	324	223	29	25	15	32	87	97	140	12,393 00
Cornwall	204	105	13		13	73	49	52	103	2,923 00
Morrisburg	100	6	6	22		66	21	27	52	1,750 00
Prescott	172	125	13	3	4	27	39	55	78	7,155 00
Brockville	333	210	14	13	25	71	95	97	141	12,474 00
Kingston	251	115	6			130	61	74	116	10,090 00
Napanee	76	47	16	3		10	21	24	31	1,585 00
Trenton	81	51		9	2	19	26	23	32	2,117 00
Cramahe	45	29	9	4		3	11	12	22	927 00
Belleville	153	98	16	2	4	33	45	57	51	6,658 00
Brighton	27	27					9	4	14	720 00
Cobourg	46	23	11		4	8	15	16	15	1,785 00
Port Hope	112	86	14		5	7	28	26	58	2,324 00
Newcastle*										
Whitby	26	26					5	8	13	1,015 00

* Newcastle, *nil*.

STATEMENT showing the number of persons who arrived at the undermentioned Ports of Entry, etc.—*Continued.*

PORTS OF ENTRY.	Total reported.	NATIONALITIES.					SEXES.			VALUE OF EFFECTS.
		Canadians.	English.	Irish.	Scotch.	Other Countries.	Males.	Females.	Children.	
										$ c.
Darlington	36	18	...	1	...	17	12	8	16	998 00
Picton	24	18	...	1	...	5	9	11	4	3,395 00
Gananoque †	...	...	...	...	...	...	...	...	...	...
Oshawa	81	33	17	7	5	19	22	27	32	2,935 00
London	505	211	91	56	39	108	129	166	210	28,105 00
Sarnia	3,794	3,219	163	99	81	232	1,427	907	1,460	104,518 00
Amherstburgh	265	122	70	44	8	21	85	98	82	12,823 00
Windsor	1,069	465	131	39	38	396	319	342	408	45,036 00
Chatham	429	318	21	13	2	75	135	111	183	14,078 00
Goderich	42	32	8	2	...	...	13	15	14	2,820 00
St. Thomas	356	179	54	15	4	104	97	126	133	22,917 00
Stratford	280	84	48	28	32	88	105	87	88	12,709 00
Toronto	1,405	409	381	81	61	473	399	444	562	129,622 00
Collingwood	141	72	21	12	7	29	44	47	50	3,970 00
Hamilton	475	111	100	13	39	212	119	124	232	25,319 00
Clifton	316	55	20	18	20	203	87	98	131	14,590 00
Erie	292	83	69	18	7	115	77	73	142	11,116 00
Niagara	55	9	12	1	3	30	14	19	22	4,165 00
	11,515	6,609	1,353	529	418	2,606	3,605	3,275	4,635	503,032 00

† Gananoque, no return.

DAVID SPENCE,
Secretary.

STATEMENT A. Showing the number of immigrants arrived, the number remained in Ontario, with their nationalities, and the expenses of each agency, for the twelve months ending 31st December, 1882

DAVID SPENCE.

OTTAWA A

MONTH.	Arrived *via* St. Lawrence.	Arrived *via* United States.	Total Arrivals.	Passed through to the United States.	Went to Province of Quebec.	Went to Manitoba.	Remained in Ontario.	NATIONALITIES		
								English.	Irish.	Scotch.
Jauuary	42	5	47	.....	11	... .	36	18	9	4
February.	21	24	45	....	11	.....	34	20	3	1
March	43	21	64	....	4	1	59	24	5	11
First Quarter.....	106	50	156	.....	26	1	129	62	17	16
April	104	19	123	...	40	...	83	22	26	6
May	724	8	732	1	165	....	566	188	192	51
June.....	342	34	376	.....	34	.....	342	87	168	27
Second Quarter.....	1170	61	1231	1	239		991	297	386	84
July.	269	24	293	.....	35	.....	258	108	86	17
August	211	26	237	.....	49	.....	188	98	64	6
September.....	286	38	324	.....	80	....	244	78	106	4
Third Quarter].....	766	88	854	.....	164	.....	690	284	256	27
October	152	3	155	.....	3	1	151	68	39	.....
November.....	265	4	269	.....	27	.....	242	108	67	4
December	109	9	118	.....	73	.....	45	12	24	5
Fourth Quarter....	526	16	542	.....	103	1	438	188	130	9
Graud Total for 1882....	2568	215	2783	1	532	2	2248	831	789	136
Grand Total for 1881....	1051	291	1342	1	339	25	977	301	251	75

25,200

6,987

18,233

Grand Total for 1881.....

The value of the effects of the immigrants reported through Customs was :—

	1880.	1881.	1882.
Ottawa	$24,517	No return.	$36,695
Kingston and ports within its Agency..	18,850	$38,056	34,549
Toronto do do	61,552	84,837	133,592
Hamilton do do	44,435	44,479	55,190
London do do	109,565	146,703	243,006
Total value in 1880, 1881 and 1882 ..	258,919	314,075	503,032
Total value in 1879, 1880 and 1881 ..	244,618	258,919	314,075
Increase in 1880, 1881 and 1882	14,301	55,156	188,957

Table A shows the monthly, quarterly, and yearly arrivals at, and departures from the various Agencies, the nationalities of those immigrants who settled in this Province, and the grand totals of 1881 and 1882 respectively.

The following statement shows the number of emigrants who left the British Islands for places out of Europe, and the percentage settled in Ontario, through Agencies, during the years 1874, 1875, 1876, 1877, 1878, 1879, 1880, 1881 and 1882 respectively :—

Year.	Numbers Left.	Settled in Ontario.	Percentage.
1874.	241,014	25,444	10.55
1875.	173,809	17,655	10.16
1876.	138,222	11,432	8.27
1877.	119,971	11.654	9.77
1878.	147,663	13,055	8.84
1879.	217,163	24,407	11.23
1880.	332,294	19,291	5.80
1881.	392,514	18,233	4.64
1882.	.....	22,691	....

The following statement shows the aggregate number of children settled in this Province since 1868, by the undermentioned parties :—

Year.	Miss Rye.	Miss Macpherson.	Miss Bilbrough.	Mr. Middlemore.	Rev. Dr. Stephenson.	Dr. Barnardo.	Shaftesbury's Boys' Home, London, Eng.	Cardinal Manning.	Total.
1868.....	5	.....	.....	.....	.....	.....	.....	.....	5
1869..	187	... .	.....	.....	.....	.. ....	.....	....	187
1870.....	253	194	.....	.....	....	.....	.....	.....	447
1871.	277	498	.....	.. ..	.....	.....	.....	.....	775

Year.	Miss Rye.	Miss Macpherson.	Miss Billbrough.	Mr. Middlemore.	Rev. Dr. Stephenson.	Dr. Barnardo.	Shaftesbury's Boys' Home, London, Eng.	Cardinal Manning.	Total.
1872	185	321	.....	.....	.....	.....	.....	.....	506
1873	134	358	.....	102	.....	.....	.....	.....	594
1874	193	279	.....	50	81	.....	.....	.....	603
1875	.....	184	.....	78	43	.....	.....	.....	305
1876	.....	163	.....	71	.....	.....	.....	.....	234
1877	91	115	.....	83	28	.....	.....	.....	317
1878	42	68	79	86	32	.....	.....	.....	307
1879	96	95	126	57	24	.....	.....	.....	398
1880	68	114	129	41	22	.....	11	22	407
1881	117	90	158	60	43	.....	49	45	562
1882	118	183	153	70	41	51	24	139	779
Total	1766	2662	647	698	314	51	84	206	6377

The number of farm-labourers, including their families, and female domestic servants brought out through this Department, in 1879, 1880, 1881, and 1882, was as follows :—

	1879.	1880.	1881.	1882.
Farm labourers	199	273	209	398
Female domestic servants	37	121	80	165

Expenditure.

The total expenditure on account of Immigration, during the years 1878, 1879, 1880, 1881, and 1882, respectively, was as follows :—

	1878.	1879.	1880.	1881.	1882.
	$ c.	$ c.	$ c.	$ c.	$ c.
Agencies in Europe	7,651 10	7,955 46	4,806 00	5,553 00	7,125 25
Agencies in Canada	2,618 38	2,295 72	2,903 48	2,777 93	2,725 83
Dominion Government proportion of carriage from Quebec	7,139 32	7,000 00	20,000 00	14,803 55	.....
Carriage of Immigrants in Ontario	4,817 94	8,944 48	9,321 76	5,064 97	4,071 44
Provisions for Immigrants, including medical attendance	5,610 38	11,720 57	8,513 75	5,952 84	6,547 90

——	1878.	1879.	1880.	1881.	1882.
	$ c.	$ c.	$ c.	$ c.	$ c.
Assistance to Immigrants in reduction of passage money	775 13	222 62			
Bonus to Immigrants paid in Ontario	2,406 00				
Incidentals	829 84	1,511 27	939 46	674 08	1,707 45
Inspection	127 00				
Immigration Pamphlet			6,497 74		
Carriage of female domestics from Quebec					8,236 80
Total	31,975 09	39,650 12	52,982 19	34,826 37	30,414 67
Cost per head, including Immigrants settled through Agencies only	2 44	1 62	2 74	1 91	1 34

The following statement, condensed from the Reports of the Commissioner of Crown Lands, shews the progress of the settlement of the Free Grant Districts since 1868 :—

Year.	Number of Townships set apart.	Number of persons located.	Number of acres located.	Number of purchasers.	Number of acres sold.	Number of lots, the locations of which have been cancelled.	Number of patents issued.
1868	15	511	46,336	82	2,120		
1869	24	566	56,011	52	956		
1870	14	1,200	155,427½	148	4,585½		
1871	1	1,113	153,105½	139	3,452½		
1872	18	875	115,065	97	2,268½	148	
1873	6	757	100,603½	79	5,038	381	
1874	10	919	119,070	57	2,144	453	755
1875	1	1,387	186,807	89	3,896	381	570
1876		1,463	192,858	110	2,261	462	546
1877	4	1,914	260,801	149	5,534	691	542
1878	1	2,115	274,238	188	6,637	1,118	472
1879		1,506	199,500	123	4,911	1,018	513
1880	23	1,292	181,745	110	3,621	870	487
1881	5	1,077	153,764	155	8,870	781	487
1882	1	932	129,535	150	5,562	624	502
Total	123	17,627	2,324,866½	1,728	61,856½	16,927	4874

The following statement shews the nationalities of the immigrants who arrived at the Port of Quebec from 1876 to 1882, inclusive:—

	1876.	1877.	1878.	1879.	1880.	1881.	1882.
English	4989	4646	5335	10395	11000	13591	23119
Irish	808	742	1041	1543	3163	2624	6621
Scotch	1009	799	1077	1448	2861	2958	4384
Germans	104	84	238	349	282		
Scandinavians	1157	1004	1538	2872	7395		
French and Belgians	289	150	134	149	27		
Swiss	...	62	146	33	3	10365	11970
Italians	...	12	8	6	...		
Russian (Mennonites)	1358	183	323	208	70		
Russians	20	9	...	...	...		
Icelanders	1157	52	418	238	71		
Total	10,901	7,743	10,258	17,241	24,872	29,538	46,094

STATEMENT shewing the number of Immigrants settled in Ontario, through Agencies, and reported through Customs, from 1868 to 1882.

YEAR.	Number settled through Agencies.	Number reported through Customs.	Total number settled.	Value of the Effects of Immigrants reported through Customs.
1868	...	...	10873	No returns reported.
1869	...	...	15893	"
1870	...	...	25590	"
1871	...	...	25842	"
1872	...	...	28129	"
1873*	...	...	39184	"
1874	25444	6276	31720	Returns not complete.
1875	17655	4096	21751	$328236 00
1876	11432	7691	19123	279138 00
1877	11654	6225	17879	305662 00
1878	13055	4885	17940	311117 00
1879	24407	4420	28827	244618 00
1880	19291	5435	24726	258919 00
1881	18233	†6967	25200	314075 00
1882	22691	11515	34206	503032 00
Total	163,862	57,510	366,383	$2,544,797 00

* The immigrants settled through Agencies and those reported through Customs are included in the totals up to the year 1874.

† Immigrants reported through Customs and settled in the Ottawa District not included.—D. S.

The following statement shews the number of letters and other documents received, and the number sent out from the Department, exclusive of maps and ordinary circulars, during the years 1879, 1880, 1881 and 1882 :—

	1879.	1880.	1881.	1882.
Number of special letters written, copied and sent out, including letters sent from Quebec office.	858	1152	888	1602
Number of telegrams	260	390	421	520
Number of sessional letters and printographed circulars.	1994	2803	2600	4183
Number of passenger warrants sent to England	99	178	130	256
Total number sent out	3211	4523	4039	6561
Number of letters received and filed	2150	4732	1580	2264
Number of sessional letters received	1506	2190	2100	3347
Total number received	3656	6922	3680	5611
Number of Immigration accounts certified and filed in duplicate	387	495	348	376
Number of approved immigrants sent for	236	394	289	563
Amount of money paid through the Department to bring out approved immigrants from the British Isles	$4585 10	$7444 22	$5544 30	$7816 73

Further details will be found in the various Appendices to this Report.

All of which is respectfully submitted.

ARTHUR S. HARDY,
Commissioner.

Toronto, January, 1883.

APPENDICES.

No. 1.

ANNUAL REPORT OF PETER BYRNE, ESQ., ONTARIO IMMIGRATION AGENT, LIVERPOOL, ENGLAND.

ONTARIO GOVERNMENT AGENCY,
6 SOUTH CASTLE STREET, LIVERPOOL,
20th December, 1882.

The HON. A. S. HARDY,
Commissioner of Immigration, &c.,
Toronto.

SIR,—I beg to submit the following report of the operations of this Agency for the past year.

The correspondence of the office during the year has been much greater than usual, owing partly to more extensive advertising, and partly to an increased interest in emigration manifested throughout the Old Country generally. Besides advertising in the newspapers and answering the inquiries of correspondents, and persons calling at the office, I have, as usual, pursued every other practical method of spreading information regarding the Province. Large quantities of printed matter have been distributed at agricultural shows, on board passenger ships, and at public meetings. In this work I have had the co-operation of shipping agents as well as several private persons actuated solely by philanthropic motives in their endeavours to promote emigration.

Early in the year, I put a clause in my advertisement announcing that youths and young men of good character, desirous of learning Canadian farming, might have situations found for them with Ontario farmers. Mr. Spence, at the same time, advertised in the Ontario papers inviting farmers who wanted this kind of help to apply to him, the object being to bring the supply and demand into communication with each other. In response to my advertisement, I had a large number of letters, but as the writers generally wanted to be engaged before leaving the Old Country, or to have situations guaranteed, and as the result of Mr. Spence's appeal to the farmers was not encouraging, I was able to send out only a limited number of this class, who were willing to go without any conditions and who, I believe, were successfully placed. It ought to be known that the supply of this kind of labour is practically unlimited, and farmers who want the services of a respectable youth have only to make application to Mr. Spence, or to me direct and one will be sent them.

During the last few months I have attended and taken part in a number of emigration meetings organized by shipping agents in different parts of the country. At these meetings, which have been generally well attended and sometimes crowded, samples of Ontario produce were exhibited and excited much attention and interest. Pamphlets, etc., were largely distributed at the meetings and throughout the districts where they were held, and the results promise to be satisfactory. I have made appointments to assist at several other meetings during the winter.

Some time ago I received a communication from Mr. Colmer, of the Dominion Office, London, intimating that it was intended to issue a new emigration pamphlet treating of Canada generally, and that it was the wish of the High Commissioner, Sir Alexander Galt, that I should prepare a chapter for it, specially referring to Ontario. This I did accordingly. It occurred to me that it would be well to have this Ontario portion of the

new general pamphlet separately printed for circulation through this Agency, especially as my present stock of pamphlets will soon require to be replenished. I have, therefore, in compliance with a request by Mr. Spence, sent a proof of it for your consideration, in order that it may be altered or expanded as you may see proper. But in my letter to Mr. Spence I took the liberty of suggesting some additions that were essential to it as a separate publication, and others that might be made with advantage ; and also that it was very important that it be kept as small as possible, consistent with its main purpose as a medium of conveying useful and necessary information to the emigrant ; for large publications, besides being much more expensive to produce, are also more difficult and expensive to distribute than smaller ones, and are less likely to be thoroughly read and digested by those into whose hands they fall. In short, I believe that small publications on the subject of emigration are, as a rule, the best every way.

I have just received from Mr. A. Blue, Secretary of the Ontario Bureau of Statistics, a number of slips containing most valuable information on the comparative yield of cereals in Ontario, and several of the principal States of the Union, last harvest, the comparison being highly favorable to Ontario. The publication as widely as possible of this information cannot fail to draw increased attention to the Province as a desirable field of emigration. I have, therefore, taken steps to have it published in as many newspapers as possible, especially those that circulate among the agricultural classes. I will also arrange to have it incorporated with the new publications for the season, to be issued by the steamship companies and distributed throughout their agencies in all parts of the country. In this way it will receive very extensive publicity. The statistics collected by the Bureau regarding other branches of industrial enterprise as well as agriculture, will supply a long felt want. I receive many applications for information from practical mechanics and manufacturers, possessed of more or less capital, who are desirous of knowing whether they would be likely to find openings for the successful establishment of their respective industries in the Province, but hitherto it has not been possible to give anything more than very general and indefinite replies to such inquiries. I therefore look forward with much interest and satisfaction to a supply of the first report of the Bureau, which the Secretary has promised to forward to me as soon as it is ready.

This year I have received a valuable addition to my stock of emigration literature, specially adapted for circulation among tenant farmers, in the form of *The Canadian Farm Journal*, issued by the Canada West Land & Agency Company. It contains extensive lists of improved farms which are for sale in the different counties of the Province, giving particulars of each property, including price and terms of payment, besides other important information. Such a publication was long needed and its circulation among British farmers who contemplate emigrating will do much to attract them to Ontario, whilst the high character of the Company will inspire them with confidence when they come to purchase the advertised properties. I have already a large demand for this publication, and have been promised a regular supply by the Company.

The "assisted passage" rate of fare, was reduced this year from £5 to £3 for farm labourers, from £4 to £3 for female domestic servants, and from £5 to £4 for other classes of emigrants, all children between 12 and 1 year being charged for at the rate of £2, and infants under 1 year 10s.

The number of emigrants whose passage money was paid by friends in Ontario during the year, and received at this Agency, chiefly through Mr. Spence, Secretary of the Immigration Department, Toronto, was more than double that of last year, viz., 767 souls, equal to 656 statute adults, whereas the number sent for last year was equal to only 281 statute adults. The amount of money received was $9,500 as against $6,500 last year.

I have the honor to be, Sir,

Your obedient servant,

P. BYRNE,
Agent for Ontario.

No. 2.

ANNUAL REPORT OF R. M. PERSSE, Esq., ONTARIO IMMIGRATION AGENT, QUEBEC.

TORONTO, *5th January, 1883.*

SIR,—I have the honour to submit for your information the following report of my operations at the port of Quebec during the navigation season of 1882 :—

The steamship *Peruvian* which sailed from Liverpool on the 19th April, did not arrive in port, owing to the vast fields of ice in the Gulf of St. Lawrence, until the 23rd of May. This ship had on board, 828 passengers, all British ; 791 of whom settled in various parts of Canada, chiefly in the Province of Ontario, the remaining 37 went to the United States.

The number of steamships that arrived at port of Quebec, carrying immigrants under the provisions of the "Imperial Emigration Act," was 116. This does not include the steamships *Quebec*, *Manitoban*, *Polynesian*, *Hibernian* and *Prussian*, which were compelled, owing to ice in the St. Lawrence, to put into Halifax, N.S., where the passengers were disembarked and forwarded over the Intercolonial Railway to Point Levis, Quebec, from whence they were booked to their various destinations. These steamships being included make a total of 121, as against 126 during 1881.

The total arrival of immigrants at Quebec during the navigation season of 1882, including the steamships that were obliged to put into Halifax, were :—

Cabin	4,136
Steerage	41,958
Total	46,094

The corresponding figures for the previous year, were :—

Cabin	3,489
Steerage	26,049
Total	29,538

These figures show the total increase of 1882, over 1881, to be 16,556 souls.

Comparative tables of arrivals and nationalities for 1881 and 1882 :—

NATIONALITIES.	1881. Cabin and Steerage.	1882. Cabin and Steerage.	Increase.	Decrease.
English	13,591	23,119	9,528	.....
Irish	2,624	6,621	3,997	.....
Scotch	2,958	4,384	1,426	.....
Total from British Isles	19,173	34,124	14,951	.....
Total from other countries	10,365	11,970	1,605	.....
Grand total	29,538	46,094	16,556	.....

Shewing an increase of 14,951 from the British Isles, and 1,605 from other countries.

The general destination of the steerage passengers for the years 1881 and 1882 respectively, were as follows :—

General Destination.	1881.	1882.
	Adults.	Adults.
Maritime Provinces	12½	34½
Eastern Townships	1,019½	1,287½
Montreal City	2,247	3,725
British Columbia	4	4
Manitoba	717	3,103
United States	8,628½	11,961
Ontario	7,272	13,617
Total adults	19,900½	33,732
Children and infants	6,148½	8,226
Total number of souls	26,049	41,958

Statement of the number of adult immigrants settled in the Provinces of Quebec and Ontario, respectively, during the navigation seasons of 1881 and 1882 :—

Province of Quebec.	1881.	1882.	Province of Ontario.	1881.	1882.
	Adults.	Adults.		Adults.	Adults.
May	360	1,615	May	2,137½	4,461½
June	328	1,008	June	1,516	2,827½
July	696½	755½	July	1,107	2,018½
August	835½	503½	August	651½	1,565
September	407	462	September	837	1,352
October	537½	471½	October	749½	935
November	102	197	November	223½	457½
Total adults	3,266½	5,012½	Total adults	7,272	13,617

Nationality of Immigrants.

All immigrants from the British Isles are returned on the passenger lists as natives from that portion of the United Kingdom from which they embark; thus making it impossible to give a perfectly correct statement of the different nationalities of those who arrive at Quebec.

Female Domestic Servants.

The number of female servants that arrived and settled in Ontario, as near as can be estimated, were 2,000, exceeding that of any previous year. 1,566 of these received, from me, free passes to various places in the Province, including 1,087 for Toronto. Notwithstanding the large increase in domestic servants, I had, on leaving Quebec on the 17th November, 275 applications by letter, chiefly from parties east of Toronto, which could not be filled.

Of the 1,566 female domestic servants who received free passes to Ontario, 538 were English, 873 Irish, 148 Scotch, and 7 were of other nationalities.

The localities to which the 1,566 female domestic servants were forwarded were as under, namely:—

EAST OF TORONTO:

Destination.	No. of Domestic Servants.	Destination.	No. of Domestic Servants.
		Brought forward	321
Ottawa	61	Napanee	2
Almonte	2	Newtonville	1
Cornwall	8	Newcastle	2
Carleton Place	3	Oshawa	13
Cobden	1	Pembroke	7
Campbellford	2	Perth	7
Cobourg	28	Peterborough	20
Brockville	16	Port Hope	11
Belleville	24	Prescott	6
Bowmanville	20	Renfrew	2
Gananoque	8	Shannonville	1
Iroquois	1	Trenton	8
Kingston	124	Smiths Falls	1
Lakefield	3	Whitby	2
Lyn	4		
Lindsay	16		404
		Toronto City	1087
Carried forward	321		
		Total	1491

WEST OF TORONTO:

Destination.	No. of Domestic Servants.	Destination.	No. of Domestic Servants.
Bradford	1	Orangeville	1
Brampton	3	Simcoe	3
Brantford	2	Strathroy	1
Clinton	1	Stratford	5
Flesherton	2	Sarnia	1
Guelph	4	Thorndale	1
Galt	3	Thorold	1
Hamilton	22	Woodstock	7
Ingersoll	2	Wingham	1
London	13	Walkerton	1
Total			75

RECAPITULATION.

East of Toronto	404
West of Toronto	75
Toronto City	1087
Total female domestic servants assisted	1566

The following monthly returns show the number of domestic servants who were forwarded by free pass to Ontario by the undersigned; also the Grand Trunk Railway Company's charges for same, during the season of 1882 :—

Month.	Number of Domestic Servants.	Cost of Transport.
		$ c.
May	401	2637 48
June	289	1809 45
July	243	1484 48
August	201	1239 90
September	175	1073 45
October	183	1121 90
November	74	474 00
Total domestic servants	1566	$9840 66
The average cost being $6.28 per servant girl.		

The following Statement shows the number of children assisted to emigrate by various parties, and settled in the Province of Ontario, during the season of 1882:—

By Whom Assisted.	Sexes.		Total Souls.	Homes in Ontario.
	Males.	Females.		
Miss Rye	10	108	118	Our Western Home, Niagara.
Miss Macpherson	127	56	183	Boys' Home, Galt.
Miss Bilbrough	101	52	153	Marchmont Home, Belleville.
Dr. Stephenson	38	3	41	Children's Home, Hamilton.
Dr. Barnardo	51	..	51	do do
Mr. J. T. Middlemore	45	25	70	Guthrie Home, London.
Earl of Shaftesbury	22	2	24	R. A. Osborne.
Rev. Mr. Nugent	47	..	47	Lindsay and Ottawa.
Cardinal Manning's Committee	80	12	92	Ottawa Agency.
Total number assisted	521	258	779	

The number of children assisted out by the above parties from the United Kingdom shows a large increase as compared with previous years.

Prepaid Immigrants.

The number of immigrants whose ocean fare was paid through the Immigration Department, and by friends in Ontario, was 563, as against 289 in 1881.

On their arrival at Quebec the families were forwarded *free* by Mr. Stafford, the Agent for the Dominion Government, while female domestic servants and the adult daughters of families received free passes from the Ontario Agent.

Statement A shows the monthly arrivals and destination of female domestic servants who received free railway passes to Ontario.

Statement B shows the number, ages, and sexes of children brought out by the various parties, and settled in the Province during the season of 1882.

Statement C shows the name of each steamship that arrived with immigrants, number of cabin and steerage passengers, with date of arrival at Quebec; also the general destination of the steerage adults; also the nationalities of the cabin and steerage passengers.

Statement D shows the Recapitulation for the seven months' work at Quebec, compared with that of corresponding months of the previous year.

Pamphlets and Maps.

Immigrants, on their arrival at Quebec, were supplied with pamphlets and maps of Ontario, the latter having printed matter on back, giving the fullest and most reliable information concerning the Province.

GOVERNMENT BUILDINGS DESTROYED BY FIRE.

On the 2nd June a fire occurred which destroyed the whole of the Grand Trunk Railway property, on which were erected the Government buildings for the reception of immigrants. The fire broke out at 5.45 p.m., under the G. T. R. freight office and immediately facing the river front. The buildings being all of wood and erected on cribwork, the fire was fanned by the draught from underneath, and burned so rapidly that in less than one hour all the buildings, including the Ontario Office, were enveloped in flames and totally destroyed. I was able, with considerable difficulty and danger to myself, during the fire, to save all the books and important papers belonging to the Ontario Government, but regret to report that the office furniture together with a quantity of printed matter were consumed.

I have the honor to be, Sir,

Your obedient servant,

R. M. PERSSE,
Ontario Immigration Agent.

To the Hon. ARTHUR S. HARDY, M.P.P.,
Commissioner of Immigration,
Toronto.

STATEMENT A.—Showing the destination of female domestic servants who received free passes from the Ontario Agent, Quebec, during the month of—

MAY, 1882.

FROM QUEBEC TO	Number of Servants.	FROM QUEBEC TO	Number of Servants.
		Brought forward	
Ottawa	12	Woodstock	6
Prescott	1	Thorndale	1
Kingston	6	Ingersoll	2
Belleville	2	Bradford	1
Cobourg	10	Wingham	1
Newtonville	1	Walkerton	1
Bowmanville	3	Clinton	1
Oshawa	9	Strathroy	1
Whitby	2	Simcoe	3
Trenton	3	Stratford	5
Shannonville	1	Hamilton	5
Lindsay	1	Guelph	4
Peterboro'	1	Brampton	3
Toronto	300	London	12
Flesherton	2	Sarnia	1
Carried forward		Total	401

JUNE, 1882.

From Quebec to	Number of Servants.	From Quebec to	Number of Servants.
		Brought forward	
Ottawa	3	Belleville	6
Brockville	2	Bowmanville	4
Lyn	1	Lindsay	1
Cornwall	2	Orangeville	1
Kingston	41	Campbellford	2
Napanee	1	Toronto	190
Gananoque	5	Thorold	1
Trenton	4	London	1
Cobden	1	Brantford	2
Cobourg	5	Woodstock	1
Pembroke	2	Hamilton	12
Port Hope	1		
Carried forward		Total	289

JULY, 1882.

From Quebec to	Number of Servants.	From Quebec to	Number of Servants.
		Brought forward	
Ottawa	16	Perth	3
Cornwall	2	Oshawa	4
Gananoque	1	Pembroke	2
Carleton Place	1	Renfrew	1
Belleville	5	Lindsay	12
Kingston	33	Port Hope	3
Peterboro'	4	Toronto	143
Cobourg	3	Hamilton	2
Newcastle	2	Galt	3
Brockville	3		
Carried forward		Total	243

AUGUST, 1882.

From Quebec to	Number of Servants.	From Quebec to	Number of Servants.
		Brought forward	
Ottawa	11	Cobourg	5
Brockville	3	Port Hope	3
Almonte	2	Bowmanville	6
Kingston	18	Pembroke	2
Perth	1	Peterboro'	5
Iroquois	1	Toronto	134
Belleville	6	Hamilton	3
Trenton	1		
Carried forward		Total	201

SEPTEMBER, 1882.

From Quebec to	Number of Servants.	From Quebec to	Number of Servants.
		Brought forward	
Ottawa	13	Port Hope	1
Brockville	3	Bowmanville	3
Kingston	16	Cobourg	4
Smith's Falls	1	Pembroke	1
Perth	2	Peterboro'	3
Napanee	1	Lakefield	3
Carleton Place	1	Toronto	123
Carried forward		Total	175

OCTOBER, 1882.

From Quebec to	Number of Servants.	From Quebec to	Number of Servants.
		Brought forward	
Ottawa	5	Port Hope	2
Lyn	3	Belleville	1
Cobourg	1	Prescott	5
Renfrew	1	Brockville	5
Cornwall	2	Kingston	8
Bowmanville	4	Toronto	142
Gananoque	1		
Carried forward		Total	183

NOVEMBER, 1882.

From Quebec to	Number of Servants.	From Quebec to	Number of Servants.
		Brought forward	
Ottawa	1	Lindsay	2
Cornwall	2	Port Hope	1
Carleton Place	1	Kingston	2
Belleville	1	Gananoque	1
Peterboro'	7	Toronto	55
Perth	1		
Carried forward		Total	74

R. M. PERSSE,
Agent.

Ontario Government Immigration Office,
Quebec, 1883.

STATEMENT B.—Shewing the number, ages and sexes of the children brought out by various parties, and settled in the Province during the season of 1882.

DATE OF ARRIVAL AT QUEBEC OR HALIFAX.	NAME OF STEAMSHIP.	BY WHOM ASSISTED.	NUMBER OF SOULS WITH THEIR RESPECTIVE AGES.																		SEXES.		TOTAL NUMBER OF SOULS.	"HOMES" IN ONTARIO.
			3 Years.	4 Years.	5 Years.	6 Years.	7 Years.	8 Years.	9 Years.	10 Years.	11 Years.	12 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years.	19 Years.	20 Years and over.	Total Males.	Total Females.		
April 14....	Parisian..	Miss Rye	..	..	3	2	..	4	9	8	9	7	8	2	3	1	1	..	..	1	7	51	118	"Our Wester Hnome," Niagara.
Aug. 13....	Peruvian	do	1	..	1	..	..	2	6	5	10	8	15	2	10	..	..	..	..	..	3	57		
April 11 ...	Circassian	Miss Macpherson	..	..	..	..	1	1	3	6	7	6	3	2	5	4	1	2	1	3				
June 26....	do	do	1	4	3	2	5	3	9	5	9	2	6	2	3	6	3	3	1	10	127	56	183	"Boys' Home," Galt.
Aug. 6....	do	do	..	2	1	3	4	1	5	8	7	7	6	4	3	2	..	2	1	5				
Mar. 22....	Waldensian	Miss Bilbrough	..	1	..	3	2	6	8	11	9	12	5	10	1	3	1	2	..	..	74	....		
June 8....	Hanoverian	do	3	5	6	6	4	5	8	4	7	9	5	1	2	..	..	..	..	..	13	52	153	"Marchmont Home," Belleville.
" 14....	Polynesian	do	..	..	..	..	..	..	1	6	3	..	1	1	1	1	..	..	..	..	14	.....		
May 14.. .	Mississippi	Dr. Stephenson.....	..	..	..	..	..	1	..	..	2	5	2	6	13	8	2	..	1	1	38	3	41	"Children's Home," Hamilton.
Aug. 19....	Parisian.....	Dr. Barnardo.....	..	..	..	..	..	..	..	2	4	6	9	11	8	10	1	..	..	..	51	.....	51	do do
June 14....	Polynesian	J. T. Middlemore.....	2	2	3	4	4	8	8	11	9	12	4	..	..	1	..	1	1	..	45	25	70	"Guthrie Home," London.
Sept. 10....	Sardinian	Earl of Shaftsbury's School Surrey, Eng	..	..	..	..	..	..	..	..	..	..	2	4	2	5	7	4	..	..	22	2	24	[William St., Hamilton. To R. A. Osborne, 146 King
May 7....	Polynesian	Rev. Mr. Nugent	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	34	.....	47	To Rev. Mr. Stafford, Lindsay.
Sept. 18....	Circassian...	do	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	13	.....		To Ottawa Agency.
July to Nov.	Various steamers ..	Car. Mannings committee, London, Eng.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	80	12	92	do
		Total...	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	521	258	779	

ONTARIO GOVERNMENT IMMIGRATION OFFICE,
QUEBEC, 1882.

R. M. PERSSE,
Ontario Immigration Agent.

C.—Statement showing the name of each steamship, number of cabin and steerage passengers, with date of arrival at Port of Quebec; also the general destination of the steerage adults; and the nationality of the cabin and steerage passengers, for the month ending 31st May, 1882.

No.	Date of Arrival.	Name of Steamship.	Number of Passengers.			General Destination of Steerage Passengers.								Nationalities of Cabin and Steerage Passengers.				Remarks.
						Province of Quebec.												
			Cabin.	Steerage.	Total.	Eastern Townships.	Montreal.	Total Quebec.	Maritime Provinces.	British Columbia.	Manitoba.	United States.	Ontario.	English.	Irish.	Scotch.	Other Countries.	
1	May 5....	Lake Manitoban ...	8	218	226	9	18	27	....	....	3	69½	94½	183	18	25	....	
2	" 6....	Quebec, *via* Halif'x	14	232	246	7	13	20	....	....	19½	99	113½	134	....	....	112	These steamers, after an unsuccessful attempt to get up the St. Lawrence owing to the vast fields of ice therein, were obliged to return and land their passengers at Halifax, whence they came to Quebec by the Intercolonial Railway.
3	" 6 ...	Manitoban "	....	766	766	19	39	58	....	....	243	25	357½	.....	20	746	....	
4	" 7....	Polynesian "	95	983	1078	14	69	83	....	....	219½	22	514½	793	285	....	....	
5	"10....	Hibernian	....	255	255	....	....	....	....	....	.....	225	30	....	30	....	225	This steamer called at Halifax, and disembarked 255 inmigrants, of whom 225 were Scandinavians, having through tickets for Western States. They came to Quebec by the Intercolonial Railway.
6	"13....	Buenos Ayrean	15	1072	1087	1	48½	49½	....	....	109	512	217	175	....	321	591	The 512 for Western States were Scandinavians.
7	"14....	Mississippi	17	573	590	3½	72	75½	....	....	15½	277	104	185	31	....	374	Party of 41 children—Rev. Mr. Stephenson—Hamilton.
8	"15....	Somerset	3	55	58	....	13½	13½	....	....	7	16	8½	58	....	....	....	
9	"15....	Lake Huron	10	665	675	66	73	139	....	....	42	294	103	230	213	....	232	232 Russo-Jewish refugees for W'st'n States.
10	"16....	Circassian	138	1066	1204	74½	57	131½	1	....	126½	193	442	788	216	7	193	
11	"16....	Scotland.....	3	50	53									53	....	....	....	
12	"17....	Lake Nepigon	7	481	488	4	16	20	....	....	10	252½	93	151	337	....	....	The 337 Irish were from Clifden, Co. Galway.
13	"17....	Montreal	17	714	731	36	88½	124½	....	....	18¼	306¾	198	292	110	....	329	
14	"19....	Ontario.....	17	611	628	24	55	79	2	....	15⅝	252½	126¾	249	65	....	314	
15	"22....	Grecian	....	1027	1027	20	28	48	....	....	97½	544½	127	....	....	381	646	
16	"22....	Pera	1	11	12									12	....	....	....	
17	"22....	Brooklyn	32	1023	1055	18½	79	97½	....	....	177½	260½	197¼	366	82	....	607	212 Russo-Jewish refugees for Manitoba.
18	"22....	Lucerne	3	7	10										10			

19	"23 ...	Nova Scotian	59	770	829	36	74	110	6½	....	67	33	440½	520	253	54	2	
20	"23....	Peruvian	81	744	828	13	93	106	1	...	98½	37	433½	654	174	...	....	Sailed on the 19th April; detained in the St. Lawrence by ice.
21	"24....	Prussian, *via* Halifax	....	806	806	1	2	3	...	....	.....	760	34	... ..	46	....	760	The immigrants of this steamship arrived at Point Levis, *via* Halifax, 760 of whom were Scandinavians for Western States. Among them were 31 cases of scarlet fever; they were sent to the Marine Hospital, Quebec, where 22 of them died within one week.
22	"28....	Parisian	160	1027	1187	120½	85	205½	....	....	137	68	373½	1040	113	34	....	
23	"28....	Lake Winnipeg	19	900	919	35	70½	105½	....	....	10½	392	275½	228	*671	19	1	431 Irish were from Clifden, Co. Galway, and 240 from Queenstown.
24	"29 ..	Gloucester	16	39	55	....	15	15	....	....	.....	8	6½	55	....	....	....	
25	"30 ..	Ocean King..... ..	12	20	32	....	11	11	....	....	2	5	6	32	....	....	....	
26	"31....	Toronto	39	801	840	36	57	93	....	....	99½	230½	165½	351	97	70	322	145 Russo-Jewish refugees for Winnipeg.
	Grand total for May, 1882..		769	14916	15685	538	1077	1615	10½	....	1518½	4882½	4461½	6549	2771	1657	4708	=15,685 total nationalities, 1882.
	Grand total for May, 1881..		512	7840	8352	139	221	360	5	....	209⅓	3634	2137½	2699	768	568	4317	=8,352 total nationalities, 1881.
	Increase in 1882		257	7076	7333	399	856	1255	5½	....	1309	1248½	2324	3850	2003	1089	391	
	Decrease in 1882		..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	... ...	.....	.....	....		
27	June 4..	Sarmatian	80	921	1001	45	99⅓	144⅓	1	2	125	45	433½	632	365	4	...	
28	" 6..	Lake Champlain...	2	250	252	1	18	19	....	....	5½	84½	94⅓	175	77	....	....	
29	" 7..	Dominion	33	500	533	1	33⅓	34⅓	..	....	14	137	204⅓	238	116	....	179	
30	" 8..	Hanoverian..... ..	9	1181	1190	20½	66⅔	87	1	1	80	523	237	18	....	525	647	Party of 70 children—Miss Billrough—"Marchmont Home," Belleville.
31	" 14..	Polynesian	81	1135	1216	27½	71½	99	....	...	90½	429½	286½	628	36	26	526	Party of 70 children for "Guthrie Home," London.
32	" 14..	Lake Manitoba	19	300	319	7	3	10	....	....	51	110½	84	149	115	....	55	Irish, from Queenstown, Co. Cork.
33	" 14..	Manitoban	....	616	616	22	64	86	....	....	70½	288⅓	347⅓	.. ..	213	403	....	Irish, from Londonderry.
34	" 15..	Thames	4	52	56	1	1	2	....	....	4	1	15	56	....	....	....	
35	" 22..	Mississippi	19	692	711	24	42	66	..	..	20½	263½	190½	282	101	27	301	
36	" 23..	Hibernian	49	518	567	64	80⅓	144⅓	2	....	50⅓	20⅓	212	557	10	....	....	
37	" 24..	Buenos-Ayrean ...	21	819	840	25½	59⅓	85	....	....	44⅓	270	222	101	31	378	330	
38	" 26..	Montreal	16	504	520	12½	42⅔	55	....	....	13	267½	80½	113	58	....	349	330 Russo-Jewish refugees, Western States.
39	" 26..	Grecian	...	174	174	3½	17	20⅓	...	....	21⅓	9	85⅔	.....	12	162	...	
40	" 26..	Circassian	103	826	929	45	74	119	1	....	39	183⅓	319½	569	122	27	211	Party of 77 children—Miss Macpherson—"Boys' Home," Galt.
41	" 27..	Lake Nepigon.....	14	230	244	9	27	36	..	....	6	81½	65	120	124	....	....	
	Total for June, 1882		450	8718	9168	308½	699½	1008	5	3	635½	2457½	2827½	3638	1380	1552	2598	9168 total nationalities, 1882.
	Total for June, 1881		437	4591	5028	126½	201½	328	2½	....	146⅔	1430½	1566	2087	507	852	1584	=5028 total nationalities, 1881.
	Increase in 1882.....		13	4127	4140	182	498	680	2½	3	489	1027	1261½	1551	873	700	1014	
	Decrease in 1882..		....	.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	

STATEMENT C.—Showing the name of each steamship, number of cabin and steerage passengers, etc.—*Continued.*

No.	Date of Arrival.	Name of Steamship.	Number of Passengers.			General Destination of Steerage Passengers.								Nationalities of Cabin and Steerage Passengers.				Remarks.
						Province of Quebec.												
			Cabin.	Steerage.	Total.	Eastern Townships.	Montreal.	Total Quebec.	Maritime Provinces.	British Columbia.	Manitoba.	United States.	Ontario.	English.	Irish.	Scotch.	Other Countries.	
42	July 2..	Peruvian	47	746	793	5½	65	70½	.....	.....	47	247½	222½	411	64	3	315	Party of 40 children for Ottawa, from Cardinal Manning's Committee, London, Eng.
43	" 2..	Lake Huron	5	150	155	1	24	25	...	....	3	44½	44	148	5	....	2	
44	" 3..	Ontario	12	267	279	2	24½	26½	...	....	6	114½	72	128	28	....	123	
45	" 4..	Somerset	3	54	57	3	12	15	....	....	1	7	24	57	....	....	....	
46	" 8..	Parisian	122	983	1105	18	99½	117½	...	....	73	187	410½	789	68	....	248	
47	" 10..	Brooklyn	8	515	523	7½	32	39½	....	....	18½	305½	69½	72	31	1	419	419 Russo-Jewish refugees for W. States.
48	" 10..	Lake Winnipeg	10	85	95	5	8	13	....	....	1	31	23	93	....	....	2	
49	" 16..	Sarmatian	93	481	574	22	50	72	....	....	54	23½	246	446	103	....	25	
50	" 17..	Toronto	9	241	250	1	12	13	....	....	2	100½	65½	80	41	2	127	
51	" 17..	Hanoverian	5	599	604	8	84½	92½	....	....	27½	202½	170	46	88	231	239	
52	" 17..	Lake Champlain ...	8	91	99	4	3	7	....	....	1	32	20½	99	....	....	....	
53	" 19..	Ocean King	4	29	33	....	5½	5½	....	....	.....	.....	16½	33	....	....	....	
54	" 20..	Cornwall	12	55	67	2	9	11	....	....	9½	.....	18½	67	....	....	....	
55	" 22..	Polynesian	65	592	657	14	65	79	...	...	49½	124	194	508	8	....	141	
56	" 24..	Dominion	29	270	299	36	27	63	....	1	7	68	67½	160	61	...	78	
57	" 26..	Manitoban.....	5	130	135	16	9	25	.....	....	21½	14½	56	.....	21	114	....	
58	" 29..	Sardinian.....	106	779	885	11	69½	80½	....	....	48½	214½	298½	504	121	....	260	
		Total for July, 1882..	543	6067	6610	156	599½	755½	...	1	370	1716½	2018½	3641	639	351	1979	=6610 Total Nationalities.
		Total for July, 1881..	550	4584	5134	249	447½	696½	....	....	103	1469	1107	2219	479	428	2008	=5134 Total Nationalities.
		Increase in 1882.. ..	....	1483	1476	....	152	59	....	1	267	247½	911½	1422	160	....	....	
		Decrease in 1882....	7	.....	.....	93	.....	.....	..	....	.....	.....	.....	.....	....	77	29	

59	August 1..	Mississippi	14	212	226	2	33	35	....	....	14	64½	63½	90	30	....	106		
60	" 1..	Buenos-Ayrean	35	50	85	4	15	19	....	....	9	15	26	....	....	8	....		
61	" 2..	Lake Nepigon	2	184	186	1	18½	19½	....	....	4	52½	88½	90	96	....	....		
62	" 6..	Circassian	117	654	771	10	45	55	....	....	61½	154½	256½	446	176	....	149	Party of 42 boys and 19 girls—Miss Macpherson—"Boys' Home," Galt.	
63	" 6..	Lake Manitoba	13	46	59	4½	7	11½	....	....	....	20	14½	55	....	....	4		
64	" 9..	Quebec	26	208	235	4	21	25	....	....	2	55	75	124	30	3	77		
65	" 13..	Peruvian	83	559	642	12½	27½	40	2	....	35½	124	246	448	68	7	119	Party of 60 children—57 girls and 3 boys—Miss Rye, "Our Western Home," Niagara.	
66	" 13..	Lake Huron	5	74	79	3	18	21	....	....	....	17½	17½	79	....	....	....		
67	" 15..	Ontario	16	183	199	2	16½	18½	....	....	6	49	95	98	30	....	71		
68	" 18..	Somerset	9	60	69	....	....	....	....	....	....	17½	16	69	....	....	....		
69	" 19..	Parisian	164	673	837	7	67½	74½	....	....	22½	155	259½	522	140	....	171	Party of 51 boys—Dr. Barnardo's "Home," Hamilton, and 18 from Cardinal Manning's Committee, London, Eng., sent to Ottawa.	
70	" 20..	Hanoverian	22	193	215	4	20	24	....	..	10½	55	49½	....	....	16	54		
71	" 20..	Brooklyn	37	166	203	....	6	6	....	..	11½	57	62	107	34	....	62		
72	" 21..	Lake Winnipeg	17	58	75	12	28	40	....	....	5½	44	38	51	24	....	....		
73	" 23..	Thames	10	7	17	....	5	5	....	....	....	....	9	17	....	....	....		
74	" 27..	Sarmatian	143	515	658	15	57½	72½	....	..	24	115	181½	434	88	....	136		
75	" 28..	Toronto	27	145	172	4	20	24	....	....	1	34	46	101	26	....	45		
76	" 29..	Lake Champlain	20	47	67	1	1	2	....	....	....	21½	10	57	10	....	....		
77	" 30..	Manitoban	36	47	83	....	11	11	....	....	....	12½	12	75	....	....	8		
		Total for August, 1882	796	4081	4877	86	417½	503½	2	....	207	1063½	1566	2863	752	260	1002	=4877 total nationalities.	
		Total for August, 1881	620	2808	3428	272½	563	835½	....	1½	84	610½	651½	1955	303	387	783	=3428 total nationalities.	
		Increase in 1882	176	1273	1449	....	....	....	2	....	123	453	913½	908	449	....	219		
		Decrease in 1882	....	....	....	186½	145½	332	....	1½	....	....	....	....	....	127	....		
78	Sept. 2..	Cornwall	7	28	35	22	29	51	1	....	42	211½	208	35	....	....	....		
79	" 3..	Polynesian	158	482	640									423	80	....	137		
80	" 5..	Buenos-Ayrean	15	175	190	2	18½	20½	....	....	21	42½	42½	....	....	125	65	Icelanders.	
81	" 5..	Dominion	47	201	248	....	18	18	1	....	1	46½	71½	152	32	....	64		
82	" 6..	Ocean King	....	17	17	....	4	4	....	....	....	....	13	17	....	....	....		
83	" 10..	Sardinian	150	590	740	6	44½	50½	1	....	32½	116½	249	553	63	....	124	Party of 20 boys and 2 girls from Earl of Shaftesbury's School, Surrey, Eng.; they went to Hamilton. Party of 10 boys for Ottawa, from Cardinal Manning's Committee, London, Eng.	
84	" 13..	Nestorian	....	85	85	5	7½	12½	....	....	6½	10½	19½	85	....	....	....		
85	" 13..	Mississippi	36	128	164	5	6	11	....	....	..	41½	46½	109	11	....	44		
86	" 18..	Circassian	140	578	718	11	72½	83½	....	....	37	119	177	537	71	....	110	13 children for Ottawa, from Rev. Mr. Nugent, Liverpool, Eng.	

STATEMENT C.—Showing the name of each steamship, number of cabin and steerage passengers, etc.—*Continued.*

No.	Date of Arrival.	Name of Steamship.	Number of Passengers.			General Destination of Steerage Passengers.								Nationalities of Cabin and Steerage Passengers.				Remarks.
						Province of Quebec.												
			Cabin.	Steerage.	Total.	Eastern Townships.	Montreal.	Total Quebec.	Maritime Provinces.	British Columbia.	Manitoba.	United States.	Ontario.	English.	Irish.	Scotch.	Other Countries.	
87	Sept. 19.	Lake Manitoba	44	92	136	6½	1	7½	.....	.....	.....	34½	11	122	14	.....	.....	
88	" 20.	Sarnia	88	280	368	8	16½	24½	.....	.....	13	54½	64	287	28	.....	53	
89	" 24.	Erl King	1	11	12	1	3	4	.....	.....	.....	.....	8	12	.....	.....	.....	
90	" 24.	Peruvian	96	555	451	18½	53	71½	.....	.....	15½	85	89½	384	.....	.....	67	12 girls for Ottawa, from Cardinal Manning's Committee, London, Eng.
91	" 24.	Lake Huron	13	105	118	1	21	22	1	.....	.....	22	51½	70	48	.....	.....	
92	" 25.	Hanoverian	6	205	211	3	19	22	5	.....	41½	18	74	.....	73	138	.....	
93	" 26.	Ontario	33	141	174	1	3	4	.....	.....	3	61	25½	98	.....	.....	76	
94	" 29.	Somerset	13	48	61	.....	2	2	6	.....	7½	6	13½	61	.....	.....	.....	
95	" 30.	Parisian	153	623	776	11	42½	53½	.....	.....	18	136	188	556	65	...	155	
		Total for Sept., '82.	1000	4144	5144	101	361	462	15	.....	201½	1005	1352	3501	485	263	895	=5,144 Total Nationalities.
		Total for Sept., '81.	721	2792	3513	81½	325½	407	4	2½	75	642½	837	2139	307	346	721	=3,513 Total Nationalities.
		Increase in 1882	279	1352	1631	19½	36½	55	11	.....	126½	362½	515	1362	178	.....	174	
		Decrease in 1882	.....	.....	.....	.....	.....	.....	.....	2½	.....	.....	.....	.....	.....	83	.....	
96	Oct. 1.	Brooklyn	39	50	89	11	9	20	.....	.....	.....	6	20½	58	26	.....	5	
97	" 3.	Lake Nepigon	12	138	150	3	15	18	2	.....	.....	39	40½	70	40	...	40	
98	" 5.	Manitoban	3	97	100	4	13	17	.....	.....	13	16½	19½	.....	.....	100	.....	
99	" 9.	Sarmatian	88	97	638	5	7½	79½	.....	.....	22½	132½	189	439	62	...	137	
100	" 9.	Lake Winnipeg	14	50	64	2	12	14	.....	.....	2½	21½	7½	46	18	.....	.....	
101	" 10.	Toronto	14	140	154	.....	38½	38½	.....	.....	.....	35½	33½	74	34	.....	46	
102	" 13.	Buenos-Ayrean	3	68	71	3	5	8	.....	.....	4	2½	16	.....	.....	71	.....	
103	" 14.	Cornwall	1	24	25	...	7	7	.....	.....	.....	.....	16	25	...	.....	.....	
104	" 15.	Polynesian	49	373	422	5	61	66	.....	.....	24½	75½	116½	327	38	.....	57	

105	"	16..	Lake Champlain....	3	43	46	2	4	6	....	....	.....	13	13	37	9	.....	.....	
106	"	17..	Thames.....	2	10	12	....	3	3	....	....	.....	.....	9	12	....	.....	.....	
107	"	18..	Dominion	19	114	133	4	21	25	....	....	2	40	14½	64	14	..	55	
108	"	19..	Nestorian.....	0	52	52	....	7	7	....	....	7	5½	21	52	....	.....	.....	
109	"	22..	Sardinian	82	477	559	12	47½	59½	....	....	33	78	193	392	72	.....	95	
110	"	26..	Mississippi.....	4	112	116	4	13½	17½	..	....	3	51½	35	62	.....	.....	54	
111	"	30..	Ocean King.....	2	22	24	....	3	3	....	....	.....	.....	5	24	.....	.....	.....	
112	"	31..	Circassian	40	355	395	7	51½	58½	....	....	12½	75	133½	267	57	....	71	
113	"	31..	Lake Manitoba.....	7	46	53	2	1	3	....	....	.....	11	6	46	7	.....	.....	
114	"	31..	Sarnia.....	29	150	179	1	20	21	....	....	.....	38½	46	121	5	....	53	
			Total for Oct., '82	411	2871	3282	65	406½	471½	2	....	124	641½	935	2116	382	171	613	= 3,282 Total nationalities.
			Total for Oct., '81	574	2792	3366	121	416½	537½	1	....	82	676	749½	2115	212	250	780	= 3,366 Total nationalities.
			Increase in 1882...	....	79	.....	....	...	....	1	...	42	....	185½	1	170	....	..	
			Decrease in 1882..	163	.....	84	56	10	66	...	...	.....	34½	.....	.....	....	79	176	
115	Nov.	1..	Hanoverian.....	11	50	61	....	9	9	....	....	4	9½	27	....	....	61	....	
			Parisian	99	498	597	10	67	77	....	....	16	84½	216	440	105	....	52	Party of 17 boys for Ottawa, from Cardinal Manning's Committee, London, Eng.
116	"	4..																	
117	"	6..	Lake Huron	6	57	63	7	16	23	....	....	.....	5	15	46	17	.....	.....	
118	"	6..	Ontario.....	10	101	111	...	28	28	....	....	4½	33	15	53	12	....	46	
119	"	8..	Manitoban.	7	62	69	3	11½	14½	....	....	6½	12	23	.....	.....	69	....	
120	"	13..	Peruvian.	34	377	411	13	28½	41½	....	....	15½	50½	153½	256	78	....	77	
121	"	16..	Erl-King	....	16	16	....	4	4	..	....	.....	.....	8	16	....	.....	...	
			Total for Nov., '82.	167	1161	1328	33	164	197	....	...	46½	194½	457½	811	212	130	175	= 1328 Total nationalities, 1882.
			Total for Nov., '81.	75	642	717	30	72	102	...	....	17	166	223½	379	48	127	163	= 717 Total nationalities, 1881.
			Increase in 1882...	92	519	611	3	92	95	....	...	29½	28½	234	432	164	3	12	
			Decrease in 1882..	....	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	..	

Ontario Government Immigration Office,
QUEBEC, 17th November, 1882.

R. M. PERSSE,
Agent.

D.—RECAPITULATION.

Month.	Number of Passengers.			General Destination of Steerage Passengers.								Total Destination.	Nationalities of Cabin and Steerage Passengers.				Total Nationalities.
				Province of Quebec													
	Cabin.	Steerage.	Total.	Eastern Townships.	Montreal.	Total Quebec.	Maritime Provinces.	British Columbia.	Manitoba.	United States.	Ontario.		English.	Irish.	Scotch.	Other Countries.	
May	769	14,916	15,685	538	1,077	1,615	10½	.....	1,518½	4,882½	4,461½	12,488	6,549	2,771	1,657	4,708	15,685
June	450	8,718	9,168	308½	691½	1,008	5	3	635½	2,457½	2,827½	6,936½	3,638	1,380	1,552	2,598	9,168
July	543	6,067	6,610	156	599½	755½	...	1	370	1,716½	2,018½	4,861½	3,641	639	351	1,979	6,610
August	796	4,081	4,877	86	417½	503½	2	....	207	1,063½	1,565	3,541	2,863	752	260	1,002	4,877
September	1,000	4,144	5,144	101	361	462	15	.....	201½	1,005	1,352	3,035½	3,501	485	263	895	5,144
October	411	2,871	3,282	65	406½	571½	2	. . .	124	641½	935	2,174	2,116	382	171	613	3,282
November	167	1,161	1,328	33	164	197	.....	.....	46½	194½	457½	895½	811	212	130	175	1,328
Grand total in 1882	4,136	41,958	46,094	1,287½	3,725	5,012½	34½	4	3,103	11,961	13,617	33,732	23,119	6,621	4,384	11,970	46,094
Grand total in 1881	3,489	26,049	29,538	1,019½	2,247	3,266½	12½	4	717	8,628½	7,272	19,900½	13,591	2,624	2,958	10,365	29,538
Increase in 1882	647	15,909	16,556	268	1,478	1,746	22	.....	2,386	3,332½	6,345	13,831½	9,528	3,997	1,426	1,605	16,556
Decrease in 1882	.....	.....	.....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....

RICHARD M. PERSSE,
Agent.

Ontario Government Immigration Office,
Quebec, 1882.

No. 3.

ANNUAL REPORT OF EDWIN CLAY, Esq., IMMIGRATION AGENT, HALIFAX, N. S.

Dominion Immigration Office,

Halifax, N. S., *6th January, 1883.*

D. Spence, Esq.,
Secretary,
Ontario Immigration Department,
Toronto, Ont.

Sir,—In answer to your request, I herewith send you statement of the Immigration at this port for the year ending 31st December last.

I may say that as a general rule the immigrants were of a superior class, and brought considerable means with them. Many farm labourers, going to Ontario, were only booked to Quebec, where they either purchased tickets, or were forwarded free to their destination.

The female servants were certainly an improvement on those of other years, and altogether the immigration was very satisfactory.

The general destinations shown in the annexed Report are made from the passenger lists; Mr. Stafford will be able to give destinations of those booked to his Agency.

I have the honour to be, Sir,

Your obedient servant,

EDWIN CLAY, M. D.,

Immigration Agent.

ANNUAL RETURN of Immigrant Arrivals and Departures at Halifax, Nova Scotia, Immigration Agency, for the year ending 31st December, 1882.

Month.	Number of arrivals direct from Great Britain.	Sexes.			Total Number of Souls.	Nationalities.							Trades or Occupations.					General Destination.									Value of Effects.
		Male.	Female.	Children.		English.	Irish.	Scotch.	Germans.	Scandinavians.	French and Belgians.	Other Countries.	Farmers.	Farm and General Labourers.	Mechanics.	Clerks, Traders, etc.	Female Servants.	Lower Provinces. N. S.	N. B.	P. E. I.	Quebec.	Ontario.	Manitoba.	British Columbia.	Eastern States.	Western States.		
																											$ c.
January	363	227	86	50	363	344	5	5	8	....	1	....	8	183	23	13	43	84	11	....	187	65	11	....	1	4		4,000 00
February	335	231	56	48	335	289	16	20	10	....	....	....	11	165	49	6	21	49	5	....	167	79	34	1	....	....		4,000 00
March	845	499	185	161	845	766	28	26	13	12	....	....	12	477	10	....	179	86	28	....	488	173	55	....	....	15		5,000 00
April	2601	1580	481	540	2601	1742	179	293	....	387	....	....	77	1451	31	21	163	97	28	....	1255	391	450	....	....	380		70,000 00
May	2792	1580	720	492	2792	1202	441	128	8	1012	....	....	89	1378	93	20	194	293	26	....	1360	67	154	....	20	871		118,750 00
June	112	63	31	18	112	77	29	....	....	6	....	....	5	50	6	2	10	77	14	....	14	....	....	1	6	....		500 00
July	185	77	70	38	185	139	33	....	....	13	....	....	7	58	7	5	10	154	30	....	....	....	....	....	1	....		1,500 00
August	161	61	49	51	161	88	51	17	....	5	....	....	3	57	1	....	20	122	10	..	29	....	....	....	....	....		60,000 00
September	188	78	68	42	188	160	13	16	....	....	....	....	5	60	10	3	20	112	23	....	26	14	....	....	14	...		2,000 00
October	190	90	68	32	190	116	63	8	....	....	....	3	5	60	18	7	20	92	20	2	29	21	5	....	21	....		2,000 00
November	513	261	152	100	513	349	73	....	....	91	....	...	13	223	20	5	53	207	29	...	80	74	22	....	16	85		10,770 00
December	438	223	120	95	438	325	68	1	...	39	5	....	13	183	19	8	57	58	6	....	155	122	30	....	20	47		8,000 00
Totals	8723	4970	2086	1667	8723	5597	999	514	39	1565	6	3	248	4345	287	90	790	1431	230	2	3790	1006	761	2	99	1402		286,520 00

EDWIN CLAY, M.D.,
Agent.

Dated January 6th, 1883.

No. 4.

ANNUAL REPORT OF W. J. WILLS, Esq., IMMIGRATION AGENT, OTTAWA.

GOVERNMENT IMMIGRATION OFFICE,
OTTAWA, *13th January, 1883.*

SIR,—I have the honour to submit my Annual Immigration Report for the year ending 31st December, 1881.

The total number of arrivals were as follows :—

NATIONALITIES.	European Immigrants.		Total.
	Via St. Lawrence.	*Via* United States.	
English	959	36	995
Irish	978	15	993
Scotch	164	15	179
Germans	314	93	407
Scandinavians	108	43	151
French	45	13	58
Sent from Quebec to other parts of this Agency	1302	..	1302
Total	3870	215	4085

The following destitute immigrants received assistance in the shape of passage orders and food to enable them to reach places where their services were required, and others to reach relatives who preceded them into this agency, equal to 1512 adults at $1.20 per adult :—

NATIONALITIES.	Men.	Women.	Children.	Total.
English	382	96	98	576
Irish	392	157	90	639
Scotch	82	15	10	107
Germans	123	50	61	234
Scandinavians	52	9	12	73
French	10	8	2	20
Total	1041	335	273	1649

The immigrant arrivals were disposed of in the following order, viz. :—

—	—	—
Province of Ontario :—		
City of Ottawa	602	
do Toronto	46	
do Kingston	11	
do Hamilton	2	
do Belleville	10	
Town of Brockville	33	
do Cornwall	6	
County of Carleton	587	
do Renfrew	541	
do Lanark	346	
do Russell	34	
do Prescott	5	
do Leeds and Grenville	21	
Town of Stratford	1	
County of Glengarry	1	
do Wentworth	2	
Province of Quebec :—		2248
City of Montreal	34	
do Quebec	2	
do Sherbrooke	4	
County of Ottawa	349	
do Pontiac	36	
do Argenteuil	106	
do Soulanges	1	
		532
City of Winnipeg		2
United States		1
Sent from Quebec to other parts of this Agency		1302
Total		4085

I may state that I found very little difficulty in disposing of the arrived immigrants, as the following table will show how far the demand exceeded the supply of the principal classes—agricultural labourers, common labourers and domestic servants :—

——	Demand.	Supply.	Rate of Wages.
Agricultural Labourers	621	512	$14 to $20 per month with board.
Common do	3092	665	$1.50 per diem without board.
Servant Maids	584	270	$6 to $10 per month with board.
do Cooks	57		$8 to $12 do do
do Boys	112	130	$4 to $8 do do
Bakers	1	10	$9 per week without board.
Blacksmiths	6	7	$9 do do
Boilermakers	6	1	$9 do do
Bricklayers	1	16	$2.50 per diem without board.
Butchers	1	2	$18 per month with board.
Carpenters	13	64	$1.50 to $1.75 per diem without board.
Clerks	13	76	
Cooks (male)	13	3	$26 per month with board.
Coopers	13	1	
Dyers	13	2	
Gardeners	16	9	$14 to $20 per month with board.
Grooms and Coachmen	16	24	$12 to $18 do do
Machinists and Engineers	1	19	$1.50 to $1.75 per diem without board.
Masons and Stonecutters	44	45	$2.50 per diem without board.
Millers	44	1	
Moulders	13	2	$1.25 to $1.50 per diem without board.
Painters	3	8	$1.25 to $1.50 do do
Plasterers	3	6	
Plumbers and Gas-fitters	3	5	
Printers	3	4	$8 to $10 per week without board.
Saddlers	2		$9 per week without board.
Shoemakers	10	9	Work by the piece.
Tailors	11	7	do do
Tanners	2	7	

In addition to the above-mentioned arrivals, numbers have reached here through the various customs' ports and were reported direct to the Department of Agriculture by the customs authorities, consequently I have no account of them.

The immigrants of 1882 were generally healthy, but a few of them needed medical aid.

The largest number of the arrived German immigrants came to join relatives and friends who were previously settled in the counties of Renfrew and Pontiac, and who in the most cases had sent for them and paid their passages.

I have the honour to be, Sir,

Your obedient humble servant,

W. J. WILLS,
Agent.

To the Honourable,
The Commissioner of Immigration,
Toronto.

STATEMENT showing the number of Immigrant arrivals and departures at this Agency for the twelve months ending 31st December, 1882, and their Nationalities, the number of free meals and free passes by Railways, or other conveyances, from this Agency to their respective places of destination.

MONTHS.	Number of Arrivals *via* the St. Lawrence, and Halifax.	Number of Arrivals *via* the United States.	Total Number of Souls.	Went to the United States.	Went to Province of Quebec.	Went to Manitoba.	Remained in the Province of Ontario.	NATIONALITIES OF IMMIGRANTS SETTLED IN ONTARIO.								Number of Free Meals.	Number of Immigrants fed.	Number of Free Lodgings.	Number of Free Passes.
								English.	Irish.	Scotch.	German.	Scandinavian.	French.	Icelandic.	American.	Other Countries.				
January	42	5	47	....	11	...	36	18	9	4	5	....	....	....	....	...	43	18	18	8
February	21	24	45	....	11	. .	34	20	3	1	10	....	....	....	....	....	6	2	2	4
March	43	21	64	....	4	1	59	24	5	11	16	3	....	....	....	....	32	17	17	14
April	104	19	123	....	40	...	83	22	26	6	25	3	1	....	....	...	94	37	37	39
May	724	8	732	1	165	....	566	188	192	51	102	22	11	....	....	....	819	350	350	101
June	342	34	376	....	34	....	342	87	168	27	47	13	...	....	....	....	447	192	192	56
July	269	24	293	....	35	....	258	108	86	17	27	20	....	....	....	...	299	145	145	57
August	211	26	237	....	49	....	188	98	64	6	17	2	1	....	....	....	143	66	66	54
September	286	38	324	....	80	....	244	78	106	4	25	28	3	....	....	....	95½	40	40	45
October	152	3	155	...	3	1	151	68	39	...	42	1	1	....	....	....	130	56	56	72
November	265	4	269	...	27	....	242	108	67	4	43	14	6	....	....	....	155	155	155	98½
December	109	9	118	....	73	....	45	12	24	5	1	2	1	....	....	....	32½	12	12	8
Sent from Quebec to other parts of this Agency.	....	....	1302	....	....	....	.....	....	....	....	....	....	....	....	....	....	.....	.....	.....	. . ..
	2,568	215	4,085	1	532	2	2248	831	789	136	360	108	24	....	....	....	2296	1190	1190	5560½

W. J. WILLS, *Agent.*

No. 5.

ANNUAL REPORT OF RICHARD MACPHERSON, ESQ., IMMIGRATION AGENT, KINGSTON, ONTARIO.

GOVERNMENT IMMIGRATION OFFICE,
KINGSTON, *4th January, 1883.*

SIR,—I have the honour to submit for your information, my annual report, with statements annexed, for the year ending 31st December, 1882, viz:—

Statement A. —Showing the number of immigrants arrived at the Kingston Agency, and their nationality, the numbers assisted with provisions, and with free passes during the past twelve months.

Statement B.—Showing the monthly arrivals at this Agency during the year 1882, the numbers fed and distributed each month, also the number of meals furnished to destitute immigrants.

Statement C.—Showing the number and destination of immigrants forwarded from this office by free passes during the twelve months ended 31st December.

Statement D.—Showing the monthly arrivals within my district, their nationality, the number of immigrants fed, also the number of free meals and free passes granted to indigent immigrants.

The number of settlers from the United States who have made entries at the several ports of entry within my district during the past year does not appear in the statements above alluded to.

The immigrants placed in this Agency during the past year were most suitable to the wants of the country, and all in a healthy state—the great trouble being that there were not nearly enough of them to supply the demand, more particularly of farm and other labourers and female domestic servants—this, notwithstanding the fact that the number placed in my district was 150 per cent. greater than during the year 1881, and upwards of 400 more immigrants than the *total* of the *five previous* years *added together*, as shown by statement herewith.

Miss Bilbrough, of Marchmont "Home," Belleville, is at present in Great Britain, and intends returning in early spring with a large number of children. She brought out 153 last year, principally from Mr. Quarrier's "Homes," in Glasgow—a fine, intelligent, healthy lot of children they were, and will prove advantageous to this Province.

The manufacturing industries within my district continue in a flourishing condition and are on the increase.

The value of effects and money of the immigrants settled in my district during the past twelve months amount to the very considerable sum of $110,288.00 exclusive of that brought in by settlers reported at Custom Houses.

The quantity of iron ore forwarded from Kingston during the past season has been greatly in excess of the previous year, amounting to 40,922 tons, chiefly from the Townships of Palmerston and Levant. It is expected this quantity will be greatly increased during the year 1883, and there will also be an increased demand for miners and labourers at the several mines in these townships, as well as at the mines in Madoc and Marmora townships, County of Hastings. There has likewise been a large quantity of phosphate forwarded from this port during the past year, say about 5,000 tons, the mining and handling of which give employment to a large number of men.

The present working capacity of the Mississippi mine in Palmerston township is 100 tons (magnetic) ore per day, and it is the intention to nearly double the output of ore at this mine, which is considered almost inexhaustible, and the deeper it is worked the better the quality proves, being equal to Swede or Norway ores, and most suitable for Bessemer steel, having little or no sulpur, phosphorus, or titanic acid.

The output of the Bethlehem Iron Co. mine in Levant township is about 50 tons per day. It is also the intention to largely increase the working of this mine by putting in additional machinery and employing more men.

The Caldwell mine adjoining will be largely worked during the coming season; likewise the Glendower mine in Bedford township, and several other mines of mica, Plumbago, etc.

From the mining interests described, the number of railways being constructed, the vast lumbering interests, and the progress of the works at the Murray Canal, it is easily seen that a large number of immigrants will be required in my Agency during the coming season.

There will also be a large demand for farm labourers and female domestic servants, and I trust those of a good class will arrive in large numbers during the year 1883.

I have the honour to be, Sir,

Your obedient servant,

R. MACPHERSON,
Government Immigration Agent.

To the Honourable the Commissioner of Immigration,
Toronto.

STATEMENT A.—Showing the number of Immigrants arrived at the Kingston Agency, for the twelve months ending 31st December, 1882, and their nationality, the number assisted with provisions, and with free passes by railways, or other conveyances, from this Agency to their respective places of destination.

COUNTRY FROM.	Arrivals *via* the St. Lawrence.	Arrivals *via* the United States.	Total.	Remained in the Province of Ontario.	Went to the United States.	Number assisted with Provisions.	Number assisted with Free Passes.
England	2,522	26	2,548	2,544	1	.....	.....
Ireland	2,097	14	2,111	2,109	2	.....	.....
Scotland	701	1	702	702	.....	.....	.....
Germany	27	.....	27	27	.....	1,349	742
Norway and Sweden	59	6	65	65	.....	.....	.....
America	.....	23	23	23	.....	.....	.....
Other countries	1	.....	1	1	.....	.....	.....
Total	5,407	70	5,477	5,471	3	1,349	742

REMARKS.—2 Englishmen went to Manitoba, and one Englishman went to the Province of Quebec.

STATEMENT B.—Showing the total number of Immigrants arrived and remained to be dealt with at the Kingston Agency, for the twelve months ending 31st December, 1882.

MONTHS.	*Via* St. Lawrence and Halifax.	*Via* the United States.	Total.	Number Fed.	Number distributed by Free Passes.	Number of meals furnished.
January	27	2	29	10	11	22
February	33	1	34	20	2	63
March	28	3	31	23	11	53
April	209	.....	209	126	18	187
May	1,389	8	1,397	385	234	720
June	1,103	4	1,107	359	227	557
July	923	.....	923	182	73	302
August	652	1	653	115	45	202
September	521	.....	521	30	26	44
October	291	41	332	55	50	114
November	174	1	175	32	30	47
December	57	9	66	12	15	42
Total	5,407	70	5,477	1,349	742	2,353

Arrivals of Immigrants at the Kingston Agency during the seven years ending 31st December, 1882, exclusive of the numbers reported through the Customs.

Years	1876	1877	1878	1879	1880	1881	1882
Immigrants	905	809	801	1,193	1,354	2,196	5,477

STATEMENT C.—Showing the number and destination of Immigrants forwarded from this Agency by free passes, for the twelve months ending 31st December, 1882.

STATIONS.	Adult Passes.	STATIONS.	Adult Passes.
Adolphustown	10½	*Brought forward*	288½
Amherst Island	24	Madoc	4
Ballantyne	8	Marysburgh	22
Bath	2	Montreal	1
Belleville	80	Napanee	17
Bowmanville	16	Newcastle	6
Brighton	2	Newtonville	3
Brockville	66	Northport	23½
Campbellford	3	Oshawa	5½
Cobourg	10	Oro	26
Colborne	5	Ottawa	1
Deseronto	21	Palmerston	15½
Ernestown	10	Parkham	3
Fredericksburgh	18	Perth	61
Grafton	5½	Peterborough	1
Hamilton	2	Picton	34½
Harrowsmith	2	Port Hope	15
Iroquois	1	Toronto	61½
Kemptville	½	Trenton	44
Lansdown	1	Whitby	3
Lyn	1	Wolfe Island	30
Carried forward	288½	Total	666

R. MACPHERSON,
Government Immigration Agent.

STATEMENT D.—Showing the number of Immigrant arrivals and departures at this Agency, for the twelve months ending 31st December, 1882, and their nationalities, the number of free meals and free passes by railways, or other conveyances, from this Agency to their respective places of destination.

MONTHS.	Number of Arrivals *via* the St. Lawrence and Halifax.	Number of Arrivals *via* the United States.	Total Number of Souls.	Went to the United States.	Went to Province of Quebec.	Went to Manitoba.	Remained in the Province of Ontario.	NATIONALITIES OF IMMIGRANTS SETTLED IN ONTARIO.								Number of Free Meals.	Number of Immigrants Fed.	Number of Free Lodgings.	Number of Free Passes.
								English.	Irish.	Scotch.	German.	Scandinavian.	Swiss.	Icelandic.	American.	Other Countries.				
January	27	2	29	....	....	....	29	22	....	6	....	....	....	....	1	....	22	10	.....	11
February	33	1	34	....	....	....	34	25	4	3	1	1	....	....	....	....	63	20	.....	2
March	28	3	31	....	....	....	31	26	4	1	....	....	....	....	....	....	53	23	.....	11
April	209	.....	209	2	....	....	207	94	19	89	....	7	....	....	....	....	187	126	.....	18
May	1389	8	1397	1	....	..	1396	719	447	166	20	45	....	....	....	....	720	385	.....	234
June	1103	4	1107	....	....	....	1107	447	486	166	....	6	....	....	2	....	557	359	.....	227
July	923	.....	923	....	....	2	921	403	414	100	2	4	....	....	....	....	302	182	....	73
August	652	1	653	....	1	....	652	285	293	70	3	1	....	....	....	1	202	115	.....	45
September	521	.....	521	....	....	....	521	236	257	57	....	1	....	....	....	....	44	30	3	26
October	291	41	332	....	....	....	332	151	132	29	...	....	....	....	20	....	114	55	.....	50
November	174	1	175	....	....	....	175	102	63	10	....	....	....	....	....	....	47	32	.....	30
December	57	9	66	....	....	....	66	38	22	5	1	....	....	....	....	....	42	12	.....	15
	5407	70	5477	3	1	2	5471	2548	2111	702	27	65	....	....	23	1	2353	1349	3	742

In addition to above, 958 souls were reported through several ports of entry within my district since 1st January, 1882, and value of their effects, $34,549.00, thus making a grand total of 6,429 remaining in Ontario.

R. MACPHERSON, *Agent.*

No. 6.

ANNUAL REPORT OF JOHN A. DONALDSON, ESQ., IMMIGRATION AGENT, TORONTO.

DOMINION OF CANADA, IMMIGRATION OFFICE,

TORONTO, *January 1st, 1883.*

SIR,—I have now the honour of submitting this my twenty-second annual report, showing the working of this agency during the year ending December 31st, 1882.

The total number of arrivals here during that period was 23,041. Of these 21,762 entered the country by way of Quebec or Halifax, and 1,279 *via* the United States. The number remaining in Ontario was 8,404. Some 4,621 reported themselves as on their way to the North-West, and the balance, 10,016, composed principally of Germans and Scandinavians, passed through to the Western States.

In addition to these numbers 1,405 souls are reported at the Toronto customs and 141 at Collingwood, thus making a grand total of 9,950 remaining in Ontario. The value of immigrants effects through Toronto customs was $122,622 as against $83,037, and at Collingwood $3,970 as against $1,800 in 1881.

It is gratifying to be able to state that the Immigrants were, as a rule, of a most satisfactory class, being composed principally of farm and general labourers, for whom the demand during the summer was very brisk. Ready and immediate employment was found for all comers until later in the season, when the demand for help in the farming districts began to fall off, and but for a continuous round of visiting in every part of my division, I could not have succeeded in obtaining employment for them.

The general health of those arriving has not been so good as in former years. Some nine deaths have occurred, principally females, during the season.

It is my pleasing duty to state that I have been enabled to place a large number on improved farms, and from their statements, and information already received through our agents in Europe, and the promises of Lord Derby in his speech at Manchester, in connection with emigration, we may safely look forward to a large increase in the number of arrivals this coming year.

The number of settlers going to the Free Grant Districts continues to show a large falling off over former years, principally owing to the inducements held out by Manitoba.

In my numerous visits through the principal parts of Ontario, I found the greatest prosperity exhibited in every direction, and the people happy and contented.

The demand in Europe for cattle, sheep, horses, etc., has opened a wide and profitable field for our farmers, and they are not wanting in enterprise to take advantage of it, as the increase in exportations shows.

The rapid growth of this city is unprecedented. In every direction manufactures are springing up, which brings in a large influx of workers, and with the addition of Parkdale and Yorkville, the population cannot be less than 100,000, just 94,000 more than when I first came here in 1833.

Some $262,600 in capital, and $122,920 value in effects, as far as I could ascertain, has been introduced into the country during the past year by immigrants.

The demand for farm labourers during the spring and harvest has been greater than

in former years, owing to the majority of this class of workers remaining in the Lower Provinces, and farmers were glad to hire any help that came along to get their crops in.

The greatest civility and attention has been shown to immigrants by the conductors and officials on the trains on their way up, nor has a single complaint from this cause reached this office.

In conclusion I may state that the two delegates, Messrs. Stephenson and Birks, who visited the country this year, were greatly impressed with its capabilities and the advantages offered by us to immigrants and parties with capital, over other countries.

I have the honour to be, sir,

Your obedient servant,

J. A. DONALDSON,
Government Immigration Agent.

To the Hon. A. S. Hardy, M.P.P.,
Commissioner of Immigration,
Toronto.

STATEMENT A.—Showing the number of Immigrant arrivals and departures at this Agency for the twelve months ending December 31st, 1882, and their Nationalities, the number of free meals and free passes by Railways, or other conveyances, from this Agency to their respective places of destination.

MONTHS.	Number of Arrivals *via* the St. Lawrence, and Halifax.	Number of Arrivals *via* the United States.	Total Number of Souls.	Went to the United States.	Went to Province of Quebec.	Went to Manitoba.	Remained in the Province of Ontario.	NATIONALITIES OF IMMIGRANTS SETTLED IN ONTARIO.								Number of Free Meals.	Number of Immigrants fed.	Number of Free Lodgings.	Number of Free Passes.
								English.	Irish.	Scotch.	German.	Scandinavian.	Swiss.	Icelandic.	American.	Other Countries.				
January	84	15	99	.....	....	6	93	74	17	2	...	...	..	....	...	...	110	....	....	41½
February	125	65	190	....	....	49	141	83	30	23	....	5	....	....	....	....	175	..	....	39
March	392	394	786	150	....	197	439	246	141	46	4	2	....	....	....	....	755	....	....	125½
April	1339	736	2075	550	....	956	569	357	135	75	2	...	....	....	...	....	822	....	....	180
May	6001	7	6008	2176	....	1511	2321	1106	870	299	9	15	..	....	....	22	3666	...	....	619
June	5526	.....	5526	3129	....	1014	1383	698	257	428	....	....	....	....	..	....	2977	....	....	666
July	2622	.....	2622	1356	....	295	971	672	164	135	...	....	....	....	....	....	1646	....	....	386
August	1983	.....	1983	935	....	234	814	504	205	82	18	5	....	....	...	....	1700	....	....	403
September	1541	... .	1541	812	....	180	549	359	103	87	....	....	....	....	....	....	982	....	....	227½
October	1209	.....	1209	573	....	108	528	343	135	46	....	4	....	....	....	..	636	....	....	216
November	783	26	809	325	....	71	413	267	63	62	....	....	....	....	....	21	566	....	..	195
December	157	36	193	10	....	....	183	104	47	30	2	....	....	....	....	....	400	...	....	84
	21762	1279	23041	10016	....	4621	8104	4813	2167	1315	35	31	..	....	..	43	14435	....	....	3183½

J. A. DONALDSON,
Agent.

STATEMENT B.—Shewing the total number of Immigrants arrived, and remained to be dealt with at the Toronto Agency, for the twelve months ending December 31st, 1882.

MONTHS.	Via St. Lawrence.	Via the United States.	Total.	Number of Free Meals.	Number of Free Passes.
January	84	15	99	110	42½
February	125	65	190	175	39
March	392	394	786	755	125½
April	1339	736	2075	822	180
May	6001	7	6008	3666	619
June	5526		5526	2977	666
July	2622		2622	1646	386
August	1983		1983	1700	403
September	1541		1541	982	227½
October	1209		1209	636	216
November	783	26	809	566	195
December	157	36	193	400	84
	21,762	1,279	23,041	14,435	3,183½

STATEMENT C.—Shewing the Number and Destination of Immigrants forwarded from the Toronto Agency by Free Passes, for the twelve months ending December 31st, 1882.

STATIONS.	Adult Passes.	STATIONS.	Adult Passes.
Acton	2	*Brought forward*	
Agincourt	13	Brecon	1
Ailsa Craig	2	Brockville	3
Allandale	9	Bronte	8
Alliston	12	Brucefield	2
Alma	6	Brussels	4
Alton	5	Burford	30
Alviston	4	Burlington	½
Amherstburg	9½	Brigden	6
Angus	5½	Caledon	9
Arthur	3	Caledonia	2
Aurora	13	Camlachie	1
Avening	1	Campbelford	1
Aylmer	7½	Cargill	15
Baden	1	Cayuga	1
Bala	3	Centralia	6
Ballantrae	1	Charing Cross	14
Barrie	33	Chatham	109
Batteaux	9	Chatsworth	8
Beeton	1	Cheltenham	9
Belleville	3	Chesley	7
Berlin	27½	Church's Falls	5
Bismark	4	Churchville	1
Bolton	5½	Clarksons	3
Bothwell	8	Clifford	2
Bowmanville	16	Clifton	9
Bracebridge	15	Clinton	½
Bradford	48	Cobourg	2
Brampton	53	Cobden	8
Brantford	70½	Coldwater	15
Carried forward		*Carried forward*	

STATIONS.	Adult Passes.	STATIONS.	Adult Passes.
Brought forward		*Brought forward*	
Collingwood	19½	Listowel	4
Colwell	1	London	318½
Cookstown	6	Longwood	1
Cooksville	6	Lucan	8
Cornwall	1½	Lucknow	3
Craigleith	1	Luther	1
Craigvale	3	Lynden	1
Davenport	6	Malton	10
Dixie	7	Markham	2½
Dorchester	6½	Markdale	3
Douglas	1	Meadowvale	1
Dublin	1	Meaford	11
Duffins Creek	2	Merriton	9½
Dundas	30	Midland	3
Dundalk	7	Millbrook	4
Durham	4½	Milton	22
Dutton	4	Milverton	1
Drumbo	1	Mimico	2
Eastwood	6	Minden	2
Edmonton	3	Mitchel	41½
Eldon	2	Mono Road	10
Elora	8	Montreal	3
Essex Centre	7	Mount Brydges	3
Exeter	3	Mount Forest	25
Fergus	11	Napanee	1
Fesserton	1½	Newcastle	4
Forks of Credit	16	New Lowell	17
Forrest	17	Newmarket	13
Fort Erie	1	Newry	2
Flesherton	12½	Newtonville	1
Fletcher	1	Niagara	74½
Galt	86	Norval	23
Gananoque	1	Norwich	1
Garafraxa	2	Oakville	13
Georgetown	25	Orangeville	20
Glencoe	1	Orillia	20
Glen Huron	1	Osgoode	3
Goderich	8	Oshawa	9
Goldstone	9	Ottawa	3½
Grantham	1	Owen Sound	9
Granton	3	Paisley	6
Gravenhurst	38	Palmerston	7
Grimsby	2	Paris	36
Guelph	43	Parkhill	3
Haliburton	5	Parry Sound	29½
Hamilton	389½	Peffers	2
Hamburg	3	Pembroke	2
Harriston	8	Penetanguishene	6
Harley	3	Peterboro	8
Harrisburg	2	Petrolia	13
Hawkstone	6	Phelpston	1
Hensall	4½	Pickering	4
Hespeler	1	Pinkerton	1
Hornby	1	Port Carling	3
Ingersoll	43½	Port Colborne	6½
Innerkip	3	Port Credit	1
Islington	7	Port Dalhousie	3
Jarvis	15	Port Dover	1
Kenilworth	7	Port Elgin	14½
Kerwood	1	Port Hope	8
Kingston	2	Port Robinson	3
Kincardine	10	Port Stanley	4
Kleinburg	6	Port Union	3
Komoka	6	Preston	1
Lambton	1	Princeton	5
Lefroy	2	Richmond Hill	10
Limehouse	4	Ridgetown	16
Lindsay	92	Riverdale	9
Lisle	5	Rockwood	2
Carried forward		*Carried forward*	

STATIONS.	Adult Passes.
Brought forward	
Rosseau	27
Scarboro	3
Schaw	2
Seaforth	7
Seabringville	7
Severn	2½
Shakespeare	5½
Shelburne	6
Simcoe	9½
Stayner	14
Stratford	43
Strathroy	7
Stouffville	2
Streetsville	10
Sturgeon's Bay	10
St. Catharines	36
St. George	1
St. Mary's	5
St. Thomas	60½
Stoney Point	1
Sunderland	1
Sutton	2
Teeswater	5
Thamesville	3
Thornedale	5½
Thornhill	24
Thorold	2
Thornton	3
Tilsonburg	1
Carried forward	

STATIONS.	Adult Passes.
Brought forward	
Tottenham	1
Torrance	2
Trenton	3
Unionville	18
Uxbridge	9
Victoria Harbour	21
Victoria Road	5
Vivian	9½
Waubashene	2
Walkerton	12½
Waterloo	18
Watford	10½
Welland	4
Weston	21
Whitby	5½
White's	3½
Wiarton	8
Wick	1
Williamsford	3
Windsor	19
Wingham	3
Winona	1
Woodbridge	24
Woodstock	17
Woodville	1
Wroxeter	2
Yarmouth	6½
Zimmerman	1
	318½

JOHN A. DONALDSON,
Government Immigration Agent.

No. 7.

EXTRACTS FROM THE ANNUAL REPORT OF JOHN SMITH, Esq., DOMINION IMMIGRATION AGENT, HAMILTON.

Immigration Bureau,

Hamilton, *January 6th, 1883.*

Sir,—I have the honour to submit the following annual Immigration Report and tabular statements for the year ending the 31st December, 1882.

There has been an increase in the number arriving, as will be seen by a reference to the different Statements accompanying the Report, a larger number having settled in the North-West Territories; a slight decrease of those remaining in Ontario is shewn as compared with the year previous.

During the past year there has been a growing and increased demand for all kinds of labour, which it was utterly impossible to supply, as hundreds of applicants were disappointed in not being able to secure the necessary hands, so much required, thereby entailing loss and inconvenience to the employers of labour.

Agricultural labourers have been in great demand; the farmers in the vicinity and those from a distance have waited the arrival of the trains for the purpose of securing the immigrants on arrival, and, as a rule, there were three farmers for one labourer. Many of them not being able to secure the necessary help, caused wages to advance to $30 and $35 per month, with board and lodging, for harvest hands, and a number of contracts were entered into by the year for good hands at the rate of $200 per annum, with board and lodging.

The demand for female servants made upon the Agency was out of all proportion to the supply, although repeated applications were made to Quebec and Toronto to meet the daily inquiries. The great difficulty of obtaining domestic servants has been caused by the inducements offered by the manufacturing industries of the Province for female labour.

Mill operatives have been eagerly sought after, the mill owners having to import hands from the United States and the Old Country to supply the growing requirements arising from the increased production of fabrics.

Manufacturing operatives have been in good request by the ready-made clothing establishments, the boot and shoe factories, and other newly established industries.

Common and skilled labourers have met with ready employment in the foundries, rolling mills, and upon the railways and public works in progress throughout the district.

Agriculture.—The past year has been marked by a large degree of prosperity, owing to the heavy crops, including hay, cereals and roots, that have been secured in good condition, the yield being one of the largest ever produced in Canada, and very seldom excelled in Britain, where a state of high cultivation prevails, with the advantage of underdraining and the use of expensive fertilizers. Owing to a more favourable and productive harvest in Britain and on the Continent, and the increased supply from India, cereals of all descriptions have met with a declining tendency in the British market—noticeably so in breadstuffs, which have had a corresponding effect both in Canada and the United States, until prices have been reduced to a normal point, the loss arising from lower rates having been more than counter-balanced by the increased yield of production.

There has been some inquiry from Britain and the States respecting the free grant lands of Muskoka, Parry Sound and Nipissing, which are well adapted for settlement, possessing so many advantages, being comprised of good land, fine timber and excellent water, and free from ague. The country is capable of producing fine crops of cereals and roots, and for grazing purposes it cannot be excelled.

With the construction of railways through the territory, and a liberal policy of assistance to intending immigrants, these lands will become the home of a numerous and thriving population, being within reach of all the principal markets of Ontario.

During the season the Agency was visited by Mr. George Lambe Holyoake, under the auspices of the British Government, in the interests of Emigration. During his stay here he closely investigated the subject of Immigration, making his own personal observations by visiting the different places and institutions, including the Agricultural College of Ontario at Guelph, for the purpose of gathering information, and satisfying himself of the advantages that Canada possesses as a field for the emigrant; and from his practical knowledge, and the high standing in which he is held by the working people of Britain and all classes of the community, and the unbounded confidence placed in his judgment and integrity, good results may be anticipated from his visit to Canada. Mr. Holyoake was accompanied by Mrs. Leach, who came out in the interest of National Education in connection with the School Board of which she is a Trustee, and is the first lady elected to the position under the provisions of the extended franchise.

Father Nugent, well known to the British public for the deep interest that he has taken in the working classes in connection with emigration, also visited Ontario, and was much pleased with the advantages that the Province possesses as a field for the emigrant, and the provisions and arrangements made by the Government for the reception of the immigrants on arrival.

Miss E. Richardson also visited this district, having been sent out by the Women's Emigration Society, of London, to investigate and report upon the subject of Female Emigration and the provision made for the reception of this class upon their arrival. During her stay here she thoroughly investigated the object of her mission, and received much valuable information to aid her in the appointed work allotted to her, and her Report will prove to be a valuable aid to this class of emigrants. As there is an increasing and growing demand for female domestic servants, it is very desirable that a safe home should be provided, with a female superintendent to receive them direct from the steamers on arriving at Quebec, with the necessary arrangements and facilities for locating and placing them in situations direct from the Home, instead of shipping them from one Agency to another, which would reduce the expenditure and add comfort and protection as compared wtih the present system.

Owing to the large number of farmers' sons leaving Ontario for the North-West Territories, agricultural labourers will be in great demand during the coming year. Many of the farmers are now inquiring for hands to be engaged by the year, and a number of them will be prepared to take married men and provide them with cottages for themselves and families.

During the past season a large number of emigrants have been assisted to come out by their friends remitting drafts and prepaid ocean passage certificates, and providing situations for them on their arrival.

The contract has been let for the new Immigrant Sheds at this Agency; the building will add very much to the comfort and welfare of the immigrants on their arrival, large and commodious baths and other necessary conveniences being provided, and so much required after the ocean voyage.

By the completion of the sheds, and the amalgamation of the Grand Trunk and Great Western Railways, arrangements may be effected to send the emigrants intended for this district direct to Hamilton, which would save the expenses incurred by the Department by the detention in Toronto, which would be of great advantage to the immigrants, as time would be saved and the inconvenience of laying over would be avoided; it would also instil a better feeling of independence, as the immigrants, after they have been cared for at more than one Agency, are too apt to trust and look to the Government for further assistance, rather than rely on their own exertions.

Statement A shows the reported number of arrivals and their destination.

Statement B shows the reported number of arrivals in the district of the Hamilton Agency, and the nationality of those remaining in Ontario.

Statement C shows the reported number of arrivals and their general destination; the increase to Manitoba being 1,391 for the year as compared with the corresponding

period of 1881 ; the increase passing through to the Western States being 7,301 for the same period ; and the decrease of those settling in Ontario being 693.

Statement D shows the number of children sent out by the different philanthropic societies, all of them being settled in comfortable homes, the work being well performed by the respective resident superintendents.

Statements E, F, G, H and J show the number of immigrants arriving and reported at the Customs ports of entry in the district of the Hamilton Agency, and the value of their effects.

Statement K shows the number of immigrants that have been assisted, with the number of meals and lodgings, and the number of passes granted. The number of immigrants fed shows an increase of 87, and an increase of 171 meals and 16 lodgings, as compared with the previous year, and a decrease of 200 passes for the same period, the decrease in the number of passes being caused by the farmers waiting upon the trains and furnishing transportation at their own expense, thereby relieving the Department of the expenditure.

Statement L shows the destination of the immigrants settling in the Dominion.

Statement M shows the amount of capital reported and the value of effects, the increase for the year 1882 being $202,230 as compared with 1881.

Statement N shows the number of free passes issued, and their destination.

Statement O shows the current rate of wages paid in the district for all kinds of labour.

Statement P shows the price of the ordinary articles of food and clothing required by the working classes.

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STATEMENT A.—Returns of Immigrants, arrivals and departures in the district of the Hamilton Agency for the year ending the 31st December, 1882, including the children sent out by the Philanthropic Societies.

NATIONALITY.	Number of arrivals *via* the St. Lawrence & Halifax.	Number of arrivals *via* the United States.	SEXES.				NATIONALITIES.						GENERAL DESTINATION.		
			Males.	Females.	Children.	Total.	English.	Irish.	Scotch.	German.	U. S. Citizens.	Other Countries.	Ontario.	Manitoba.	Western States.
English	2044	4733	.....	.....	.....	6777	6777	....	..	.....	....	.....	2509	661	3607
Irish	670	3849	.....	.....	.....	4519	...	4519	....	....	....	..	850	455	3214
Scotch	652	2550	.....	.....	.....	3202	....	....	3202	. ...	...	.....	924	515	1763
German	32	36972	.....	.....	.....	37004	....	....	....	37004	....	.....	584	361	36059
U. S. Citizens	....	1456	.....	.....	.... .	1456	....	....	.....	....	1456	.....	882	574	.....
Other Countries	....	14920	... .	.....	.....	14920	....	....	....	.....	....	14920	30	335	14555
1882.	3398	64480	34003	11792	22083	67878	6777	4519	3202	37004	1456	14920	5779	2901	59198
1881.	2516	57363	32223	9585	18071	59879	5477	4665	2738	32323	1535	13141	6472	1510	51897
Increase	882	7117	1780	2207	4012	7999	1300	....	464	4681	....	1779	....	1391	7301
Decrease	....	.....	.....	.....	.....	.....	....	146	...	.....	79	.....	693	....	.....

STATEMENT B.—Showing the number of arrivals and departures at the Hamilton Agency for the year ending December, 31st, 1882, including those sent out by Philanthropic Societies; the number of free meals, lodgings and free passes by railways, from this Agency to their respective places of destination.

	Number of arrivals *via* the St. Lawrence and Halifax.	Number of arrivals *via* the United States.	Total number of Souls.	Remained in the Province of Ontario.	Went to Manitoba.	Went to the Western States.	Nationalities of Immigrants settled in Ontario.						Number of Free Meals.	Number of Immigrants Fed.	Number of Free Lodgings.	Number of Free Passes.
							English.	Irish.	Scotch.	German.	U. S. Citizens.	Other Countries.				
1882	3338	64480	67878	5779	2901	59198	2509	850	924	584	882	30	1043	524	264	113
1881	2516	57363	59879	6472	1510	51897	2311	893	1016	850	1317	91	872	437	248	313
Increase.	882	7117	7999	.....	1391	7301	198	.....	.....	.....	.....	.....	171	87	16	.....
Decrease	.....	.....	.....	693	.....	.....	.....	43	86	266	435	61	.....	.....	.....	200

JOHN SMITH,
Government Immigration Agent

STATEMENT C.—Showing the number of Immigrants arriving and departing in the district of the Hamilton Agency for the year ending December 31st, 1882, including the children sent out by the Philanthropic Societies.

NATIONALITY.	Number of arrivals *via* the St. Lawrence and Halifax.	Number of arrivals *via* the United States.	Total.	GENERAL DESTINATION.		
				Ontario.	Manitoba.	Western States.
English	2044	4733	6777	2509	661	3607
Irish	670	3849	4519	850	455	3214
Scotch	652	2550	3202	924	515	1763
German	32	36972	37004	584	361	36059
United States Citizens		1456	1456	882	574	
Other Countries		14920	14920	30	335	14555
1882.	3398	64480	67878	5779	2901	59198
1881.	2516	57363	59879	6472	1510	51897
Increase	882	7117	7999		1391	7301
Decrease				693		

JOHN SMITH, *Government Immigration Agent.*

STATEMENT D.—Showing the number of children brought into the district of Hamilton Agency by the respective societies engaged in emigration, for the year ending December 31st, 1882.

NAME OF SOCIETY	Boys.	Girls.	Total.	Number remaining in the Home, December 31st, 1881.	Number remaining in the Home, December 31st, 1882.
Rev. Mr. Stephenson's, Home Hamilton	38	3	41	6	3
Miss Rye's Home, Niagara	9	108	117	7	5
Miss McPherson's Home, Galt	128	55	183	38	30
Dr. Barnardo's Home, Hamilton	51		51		3
Earl Shaftesbury's Home, Hamilton	22		22		
Total	248	166	414	51	41

JOHN SMITH, *Government Immigration Agent.*

STATEMENT E.—Showing the number of Immigrants reported at the Port of Hamilton and the value of their effects, for the year ending December 31st, 1882.

NATIONALITY.	Male.	Female.	Children.	Total.	Value of effects.
					$ c.
English	28	29	43	100	7,225 00
Irish	2	3	8	13	3,800 00
Scotch	8	10	21	39	1,980 00
German	7	7	26	40	780 00
United States Citizens	31	30	50	111	5,900 00
Other countries	43	45	84	172	5,634 00
Total	119	124	232	475	25,319 00

JOHN SMITH,
Government Immigration Agent.

STATEMENT F.—Showing the number of Immigrants reported at the Port of Clifton and the value of their effects, for the year ending December 31st, 1882.

NATIONALITY.	Male.	Female.	Children.	Total.	Value of effects.
English	8	8	4	20	1,060 00
Irish	5	6	7	18	553 00
Scotch	7	4	9	20	1,010 00
German	3	3	9	15	450 00
United States Citizens	18	22	15	55	2,650 00
Other countries	46	55	87	188	8,867 00
Total	87	98	131	316	14,590 00

JOHN SMITH,
Government Immigration Agent.

STATEMENT G.—Showing the number of Immigrants reported at the Port of Fort Erie, and the value of their effects, for the year ending December 31st, 1882.

NATIONALITY.	Males.	Females.	Children.	Total.	Value of Effects.
English	18	18	33	69	3,875 00
Irish	5	3	10	18	465 00
Scotch	2	3	2	7	750 00
German	13	10	25	48	1,215 00
United States Citizens	21	22	40	83	2,587 00
Other Countries	18	17	32	67	2,224 00
Total	77	73	142	292	11,116 00

JOHN SMITH,
Government Immigration Agent.

STATEMENT H.—Showing the number of Immigrants reported at the Port of Niagara, and the value of their effects, for the year ending December 31st, 1882.

NATIONALITY.	Males.	Females.	Children.	Total.	Value of Effects.
English	2	4	6	12	1,500 00
Irish	..	..	1	1	300 00
Scotch	2	1	...	3	600 00
German	..	..	..	..	..
United States Citizens	3	4	2	9	1,000 00
Other Countries	7	10	13	30	765 00
Total	14	19	22	55	4,165 00

JOHN SMITH,
Government Immigration Agent.

STATEMENT J.—Showing the number of Immigrants, and the value of their effects, entered at the respective Customs Ports of Entry in the district of the Hamilton Agency, for the year ending December 31st, 1882.

NATIONALITY.	Hamilton.	Clifton.	Fort Erie.	Niagara.	Total.	Value of Effects.
English	100	20	69	12	201	13,660 00
Irish	13	18	18	1	50	5,118 00
Scotch	39	20	7	3	69	4,340 00
German	40	15	48	.....	103	2,445 00
United States Citizens	111	55	83	9	258	12,137 00
Other Countries	172	188	67	30	457	17,490 00
Total	475	316	292	55	1,138	55,190 00

JOHN SMITH, *Government Immigration Agent.*

STATEMENT K.—Showing the number of Immigrants assisted; the number of meals and lodgings; also the number of passes issued by railways and other conveyances, at the Hamilton Agency, for the year ending December 31st, 1882.

MONTHS.	Number of Immigrants Fed.	Number of Free Meals.	Number of Lodgings provided.	Number of Free Passes issued.
January				
February				
March				
April				
May	18	89	32	11
June	113	194	52	14
July	54	83	17	14
August	59	95	24	19
September	65	129	37	16
October	99	197	49	10
November	101	211	38	28
December	15	45	15	1
Total, 1882	524	1043	264	113
Total, 1881	437	872	248	313
	87	171	16	200

JOHN SMITH, *Government Immigration Agent.*

STATEMENT L.—Shewing the location of Immigrants in the District of the Hamilton Agency for the year ending December 31st, 1882, including those sent out by the Philanthropic Societies and reported at the Customs Port of Entry in the district.

COUNTY.	Number.	COUNTY.	Number.
Algoma	24	*Brought forward*	4651
Bruce	246	Middlesex	445
Brant	228	Muskoka	52
Cardwell	31	Monk	2
Dundas	9	Norfolk	172
Durham	7	Ontario	27
Essex	117	Oxford	246
Elgin	217	Ottawa	3
Frontenac	6	Peel	77
Grey	189	Perth	30
Grenville	5	Peterboro	16
Hastings	13	Renfrew	7
Halton	62	Simcoe	118
Haldimand	106	Stormont	2
Huron	113	Victoria	32
Kent	227	Welland	982
Lincoln	78	Wentworth	1882
Lanark	8	Wellington	286
Leeds	5	Waterloo	439
Lambton	59	York	349
Manitoba	2901		
Carried forward	4651	Total	9818

JOHN SMITH,
Government Immigration Agent.

STATEMENT M.—Shewing the amount of capital brought to Canada by Immigrants and settled in the District of the Hamilton Agency, for the year ending December 31st, 1882.

MONTH.	1881.	1882.	Increase.	Decrease.
January	57,000	34,000		
February	44,500	57,000		
March	64,000	111,230		
April	76,000	178,000		
May	73,000	96,000		
June	88,500	92,500		
July	58,000	87,500		
August	68,000	87,500		
September	71,000	67,500		
October	88,000	60,500		
November	74,000	81,000		
December	56,000	67,500		
Total	818,000	1,020,230	202,230	

JOHN SMITH, *Government Immigration Agent.*

STATEMENT N.—Showing the number and destination of Immigrants forwarded by free passes from the Hamilton Agency, for the year ending December 31st, 1882.

STATION.	No.	STATION.	No.
Bismark	1	*Brought forward*	52
Barrie	1	Merriton	3
Bothwell	1	Orillia	2
Brantford	1	Orangeville	1
Clifford	1	Port Hope	2
Chatham	4	Preston	4
Courtland	1	Port Dover	4
Caledonia	1	Simcoe	4
Dundas	3	Strathroy	2
Drumbo	1	Southampton	1
Dunville	2	St. Catherines	2
Erie	2	Sarnia	3
Fergus	2	St. Thomas	1
Garnet	1	Clifton	1
Galt	1	Toronto	12
Hagersville	3	Thamesville	1
Jarvis	14	Windsor	6
Lucknow	1	Woodstock	2
London	10	Walkerton	9
Moorefield	1	Zimmerman	1
Carried forward	52	Total	113

JOHN SMITH, *Government Immigration Agent.*

STATEMENT O.—Rate of wages paid in the district of the Hamilton Agency.

EMPLOYMENT.	WAGES.	
	From	To
	$ c.	$ c.
Bookbinders and printers	1 50	2 00
Blacksmiths	1 50	2 50
Bakers	1 25	1 75
Brewers	1 50	2 50
Butchers	1 25	1 50
Brick-makers	1 50	2 00
Bricklayers and masons	2 50	2 75
Boiler-makers	1 75	2 25
Carpenters	1 75	2 00
Cabinet-makers	1 50	2 50
Coopers	1 50	1 75
Curriers	1 50	2 00
Fitters	1 75	2 25
Labourers, common	1 25	1 35
do farm	1 00	1 25
do railway	1 00	1 25
Lathe hands	1 75	2 25
Moulders	1 75	3 00
Millwrights	1 50	2 50
Millers	1 50	1 75
Painters	1 50	2 00
Plasterers	1 50	2 00
Plumbers	1 50	2 00
Shoe-makers	1 25	2 00
Shipwrights	1 75	2 25
Stone cutters	2 50	2 75
Saddlers	1 25	1 75
Stokers railways	1 50	1 75
Tanners	1 50	1 75
Tailors	1 25	2 00
Tinsmiths	1 50	1 75
Pattern-makers	2 00	2 50
Rivetters	1 50	1 75

EMPLOYMENT.	WAGES.	
	From	To
	$ c.	$ c.
WOOLLEN MILLS.		
Cardroom hands	0 50	1 25
Spinners	1 00	1 50
Weavers	0 75	1 25
Dyers	1 00	1 25
Wool assorters	1 25	1 75
COTTON MILLS.		
Cardroom hands	0 50	1 00
Spinners	1 25	1 50
Weavers	0 80	1 15
Overlookers	2 00	3 00
FEMALES PER MONTH (WITH BOARD AND LODGING).		
Cooks	9 00	10 00
Dairy maids	7 00	8 00
Dress-makers and milliners	10 00	15 00
General servants	7 00	8 00
Laundry maids	8 00	9 00
House maids	7 00	9 00
MONTHLY HANDS (WITH BOARD AND LODGING.)		
Farm Labourers	12 00	15 00
Harvest hands	25 00	35 00
Lumber men	20 00	30 00

JOHN SMITH,
Government Immigration Agent.

STATEMENT P.—List of retail prices of the ordinary articles of food and raiment required by the working classes.

ARTICLES.	PRICES.		ARTICLES.	PRICES.	
	From	To		From	To
	$ c.	$ c.		$ c.	$ c.
Bacon, per lb	0 12	0 14	Eggs, per doz	0 15	0 25
do Ham, per lb	0 14	0 16	Potatoes, per 60 lb	0 50	0 60
do Shoulders, per lb	0 12	0 14	Salt, do	0 60	0 65
Pork do	0 10	0 12	Herrings, per barrel	5 75	6 50
Beef do	0 08	0 12	Fire wood, per cord	4 50	6 00
Mutton do	0 07	0 12	Overcoats	7 00	12 00
Veal do	0 08	0 10	Undercoats	4 50	6 50
Butter, fresh do	0 15	0 28	Pants	3 00	4 50
do salt do	0 15	0 22	Vests	1 50	2 00
Candles do		0 12	Shirts, flannel	1 50	2 00
Cheese do	0 13	0 15	do cotton	0 75	1 00
Coffee do	0 25	0 40	do underwear	0 30	1 25
Cod fish do	0 06	0 07	Drawers, woollen, woven	0 90	1 00
Mustard do	0 30	0 35	Hats, felt	0 75	1 25
Pepper do	0 20	0 25	Socks, worsted	0 25	0 35
Rice do	0 05	0 06	do cotton	0 10	0 15
Soap do	0 05	0 06	Blankets, per pair	3 00	4 50
Sugar do	0 07	0 10	Rugs do	2 00	2 50
Tea, green do	0 40	0 50	Flannel, per yard	0 30	0 35
do black do	0 40	0 50	Cotton shirting	0 12	0 13
Tobacco do	0 40	0 65	Sheeting, double	0 24	0 25
Corn meal, per 100 lb	1 18	2 00	Canadian tweed cloth	0 75	1 10
Flour do	2 40	2 60	Shoes, men's, per pair	2 00	2 50
Buckwheat flour do	2 00	2 25	do women's, do	1 25	1 75
Oat meal do	2 50	2 70	Boots, men's, do	2 00	2 50
Bread, 4 lb loaf	0 11	0 12	do women's, do	1 25	2 00
Beer, per quart		0 10	Rubbers, men's, do	0 80	0 90
Milk, do		0 06	do women's, do	0 60	0 70

JOHN SMITH,
Government Immigration Agent.

No. 8.

ANNUAL REPORT OF A. G. SMYTH, Esq., IMMIGRATION AGENT, LONDON.

Government Immigration Agency,

London, Ont., *January 6th, 1883.*

Sir,—I have the honour to transmit, for the information of the Honourable the Commissioner of Immigration, the Annual Returns of this Agency for the year ending 31st December, 1882.

Form A.—Showing the number of immigrants arrived *via* the St. Lawrence and Halifax and the United States; their nationality; the number assisted with provisions and with free passes; the number which remained in Ontario, and the number that went to Manitoba and the United States.

Form B.—Showing the total number of arrivals; the number of free meals furnished; the number of immigrants who had meals, railway and other passes; the number furnished with employment in the locality of this Agency; the number passed on to the United States and Manitoba; and the expense incurred for meals.

Form C.—Statement showing the number and destination of immigrants forwarded from this Agency by free passes for the twelve months to 31st December.

Form A.—A monthly tabulated statement showing the arrivals and departures at this Agency for the twelve months; the nationality of those who settled in Ontario; the number of free meals and free passes.

About $123,141 in money and effects, as near as can be calculated, has been brought into the country by settlers for Ontario and Manitoba, mostly for this Province, as we had 1201 for Ontario, 399 for Manitoba, and 170 for the Western States.

The demand for farm and general labourers was much in excess of what we could supply; and the applications for domestic servants, both in the towns and cities in this district, as well as for farm service, is still very much greater than our supply.

The prospect for the coming season appears quite as good as last season.

The returns for arrivals of settlers through our Customs Houses are enclosed, but not included in above figures.

The health of the immigrants has been very good; not a single case of any severe illness.

Great care has been exercised in granting assistance, either by free meals or railway passes, and only to the approved class of immigrants. Quite a number of farm labourers have also been able, by their frugality and industry, to send for their families, and give them other assistance.

I have the honour to be, Sir,

Your obedient servant,

A. G. SMYTH,
Government Immigration Agent.

David Spence, Esq.,
Secretary Department of Immigration,
Toronto, Ont.

RETURN showing the number of Immigrants arrived at the undermentioned ports as per Custom House Returns for the year ending 31st December, 1882, their nationalities, sex, and value of their effects, as entered at said ports.

	Number.	Canadian.	English.	Irish.	Scotch.	Other Countries.	Male.	Female.	Children.	Value.
										$ c.
Windsor	1069	465	131	39	38	396	319	342	408	45,036 00
London	505	211	91	56	39	108	129	166	210	28,105 00
St. Thomas	336	160	60	15	4	97	93	118	125	21,817 00
Sarnia	3794	3219	163	99	81	232	1427	907	1460	104,518 00
Amherstburgh	265	122	70	44	8	21	85	98	82	12,823 00

A. G. SMYTH, *Government Immigration Agent.*

STATEMENT A (2).—Shewing the number of Immigrants arrived at the London Agency, for twelve months ending 31st December, 1882, and their nationality, the number assisted with provisions, and with free passes by railways, or other conveyances, from this Agency to their respective places of destination.

COUNTRY FROM.	Arrivals via the St. Lawrence.	Arrivals via the United States.	Total.	Remained in the Province of Ontario.	Went to the United States.	Number assisted with provisions.	Number assisted with free passes.
England	617	216	833	527	306		
Ireland	433	102	535	419	116		
Scotland	181	40	221	141	80		
Germany	24	56	80	49	31		
Norway and Sweden	19	26	45	27	18		
Switzerland							
Iceland							
America							
Other Countries	25	31	56	38	18		
	1,299	471	1,770	1,201	*569	360	81

REMARKS.—*399 of these to Manitoba.

A. G. SMYTH, *Government Immigration Agent.*

STATEMENT B.—The undersigned has the honour to report, for the information of the Honourable the Commissioner of Immigration, Ontario, as to the number of Immigrants arrived at this Agency, and their distribution, as per Schedule, for the period commencing 1st January, 1882, and ending 31st December, 1882.

NUMBERS.	*Via* St. Lawrence.	*Via* United States.	Total.
1st.—The number of Immigrants arrived, and remained to be dealt with at this Agency	1,299	471	1,770
2nd.—The number of Free Meals furnished to Immigrants			1,377
3rd.—The number of Immigrants to whom Free Meals have been furnished			360
4th.—The number of Free Lodgings furnished			
5th.—The number distributed by Free Passes on railways			67
6th.—The number distributed by Free Passes on steamboats			
7th.—The number distributed by other means of conveyance			14
8th.—The number furnished with employment in the locality of this Agency			479
9th.—The number passed on to the United States			170
10th.—The number passed on to Manitoba			399
EXPENSES INCURRED.			
1st.—For Meals			$ c.
2nd.—For Lodgings			344 25

A. G. SMYTH, *Agent.*

STATEMENT C.—Shewing the number and destination of Immigrants forwarded from this Agency by Free Passes for the twelve months ending 31st December, 1882.

STATIONS.	Adult Passes.	STATIONS.	Adult Passes.
		Brought forward	
Port Stanley	1	Thorndale	4
" Sarnia	1	Clandeboye	11
St. Thomas	6	Bothwell	1
Ingersoll	2	Watford	3
Windsor	3	Hyde Park	3
Springfield	1	Ilderton	4
Amherstburgh	2	Chatham	1
Brussels	1	Newbury	6
Bismark	1	Toronto	1
Fairfield	2	Dorchester	6
Delaware	2	Dublin	4
Ettrick Siding	2	Woodstock	1
London Township	12		
Carried forward		Total	81

A. G. SMYTH, *Government Immigration Agent.*

STATEMENT A (1).—Shewing the number of Immigrant arrivals and departures at this Agency for the twelve months ending 31st December, 1882, and their nationalities, the number of free meals and free passes by railways, or other conveyances, from this Agency to their respective places of destination.

MONTHS.	Number of Arrivals *via* the St. Lawrence and Halifax.	Number of Arrivals *via* the United States.	Total Number of Souls.	Went to the United States.	Went to Province of Quebec.	Went to Manitoba.	Remained in the Province of Ontario.	NATIONALITIES OF IMMIGRANTS SETTLED IN ONTARIO.								Number of Free Meals.	Number of Immigrants Fed.	Number of Free Lodgings.	Number of Free Passes.
								English.	Irish.	Scotch.	German.	Scandinavian.	Swiss.	Icelandic.	American. Other Countries.				
January	32	15	47	7	....	9	31	17	4	5	5	....	....	....	....	2	1	....	8
February	39	34	73	9	....	23	41	32	5	2	....	....	....	....	 2	.....	.....	.....	1
March	93	26	119	16	....	71	32	11	18	3	....	....	....	....	....	37	15	.....	2
April	107	28	135	9	....	41	85	15	54	4	6	....	....	..	 6	36	15	.....	.....
May	253	87	340	20	....	60	260	102	82	54	9	12	....	....	 1	462	99	.....	8
June	174	53	227	32	....	57	138	55	51	16	1	9	....	....	 6	163	53	.....	28
July	134	47	181	12	....	35	134	57	60	7	7	....	....	....	 3	99	27	.....	8
August	115	27	142	8	....	31	103	46	28	24	4	....	....	....	 1	55	19	.....	8
September	92	26	118	7	....	21	90	50	30	8	....	....	....	....	 2	181	62	.....	9
October	97	30	127	9	....	25	93	54	31	5	2	..	....	....	 1	34	13	.....	3
November	87	44	131	21	....	19	91	35	29	9	3	4	....	....	 10	200	32	..	3
December	76	54	130	20	....	7	103	52	27	4	12	2	..	....	 6	108	24	.....	3
Total	1299	471	1770	170	....	399	1201	527	419	141	49	27	....	....	 38	1377	360	.....	81

A. G. SMYTH,
Agent.

REPORT

OF THE

COMMISSIONER OF PUBLIC WORKS

FOR THE

PROVINCE OF ONTARIO

FOR THE

YEAR ENDING 31ST DECEMBER,

1882.

Printed by Order of the Legislative Assembly.

Toronto:
PRINTED BY C. BLACKETT ROBINSON, 5 JORDAN STREET.
1882.

CONTENTS.

	Page
Commissioner's Report	3
Report of the Architect, etc.	5
Report of the Engineer	11
Statements of the Accountant	23
Statement of the Law Clerk	26

REPORT

OF THE

COMMISSIONER OF PUBLIC WORKS

FOR THE

PROVINCE OF ONTARIO,

FOR THE YEAR ENDING 31ST DECEMBER, 1882.

To His Honour the Honourable JOHN BEVERLEY ROBINSON,
Lieutenant-Governor of the Province of Ontario, etc.

I respectfully submit the usual annual report of the operations of the Department of Public Works for the year ending the 31st of December, 1882.

The operations in connection with the several Public Buildings and Institutions of the Province are explained in the report of the Architect, etc., of the Department, a copy of which is hereto attached.

The report of the Engineer contains details of the works connected with the improvement and maintenance of locks, dams, etc., the applications for aid in the construction of Municipal Drainage, and the extension of Railways during the year.

Very respectfully submitted,

C. F. FRASER,
Commissioner, etc.

DEPARTMENT OF PUBLIC WORKS, ONTARIO,
December 30th, 1882.

REPORT

OF

THE ARCHITECT, ETC.

Department of Public Works, Ontario,

Toronto, December 30th, 1882.

Sir,—I have the honour to submit the following report :—

GOVERNMENT HOUSE.

The principal expenditure has been for furniture and furnishings, being renewals and repairs to the same as required.

The wooden fence on the west side of the grounds which was blown down was repaired and painted.

The gardener's cottage was repaired and painted, the roof re-shingled, and eave-troughs, down-pipes, etc., constructed.

The necessary repairs to furnaces, gas and water pipes were made as required.

PARLIAMENT AND DEPARTMENTAL BUILDINGS.

The ordinary repairs have been attended to, the cost of the same having been charged to each Department. The grounds, including the roads, planting, etc., have been kept in good order, the expenses having been charged to the separate Departments.

ASYLUM FOR THE INSANE, TORONTO.

The carpenter's and engineer's workshop, in the south-east part of the grounds, was fitted up for the reception of female patients. The work was done under the superintendence of the Carpenter of the Department, workmen having been employed and materials purchased as required. The brick and plumbing work was done by tender.

The verandahs at the south ends of the wings in the rear of the main building were repaired, the beams and joists being decayed were renewed, workmen having been employed, etc., as previously stated.

ASYLUM FOR THE INSANE, LONDON.

An addition was built to the engine-house, and the duplicate pump will soon be fitted up and the necessary connections with steam and water pipes made.

A new boiler was constructed and fitted up in the east boiler house for heating purposes, the work being done by Mr. Browne, of London, whose tender was the lowest, to replace one that had been several years in use.

The fence round the airing yards of the refractory ward building was raised to prevent the escape of patients. The lowest tender for this work was that of Mr. A. Purdom, London, and was accepted. The necessary fire-hose and reel were supplied for the use of the buildings and grounds.

The iron sashes of the main building are in due course of re-arrangement, the work to be done by the Asylum authorities in accordance with a pattern prepared under the directions of the Medical Superintendent, by which further escapes will be prevented.

The roofs of the main building were repaired, and the galvanized iron deck roofs were painted by Messrs. Goold & Agnew, Brantford, with patent material, which had previously been tested on the roof of the Blind Institute and found to be quite satisfactory.

The tin roofs of the turrets on the main building and wings have also been painted, the woodwork of the turrets was also repaired, and where required covered with galvanized iron to prevent further leakage at these points.

The above work was done under the superintendence of the Permanent Clerk of Works, the plans and specifications having been prepared in the Department.

ASYLUM FOR THE INSANE, HAMILTON.

Tenders were received for the construction of an iron fence in front of the building along the edge of the bank, after due advertisement. The lowest, that of Messrs. Olmstead & Son, of Hamilton, was accepted, and the work has been done in a satisfactory manner.

The material of the front fence previously constructed was carefully taken down, and used in the re-construction of the side fences.

Fire hose and extinguishers have been supplied for the protection of the buildings.

Two brick tanks, to contain 40,000 gallons of water, were constructed alongside of the old tanks. Tenders for this work were called for by advertisement, and that of Mr. A. J. Brown being the lowest was accepted.

The roof of the centre building was repaired, and the galvanized ironwork was painted with patent material, by Messrs. Goold & Agnew, of Brantford, as previously reported for the London Asylum, the work having been guaranteed by them.

The dust shafts in the wings were lined with brick and made fireproof, galvanized iron ventilators having been placed at the top.

The remaining portion of the wire guards to the windows have been strengthened by iron guards to prevent escapes.

Two cylinders have been placed in connection with the hot-water boilers, with pipes leading to the several bath-rooms, thereby increasing the hot-water supply to both wings.

The above work was done under the superintendence of the Permanent Clerk of Works.

ASYLUM FOR THE INSANE, KINGSTON.

There was considerable delay in the preparation of the plans for the cottage for chronic patients, owing to the illness and death of my assistant, Mr. R. Purdom, who was engaged in preparing the drawings when he was attacked with inflammation of the lungs, which proved fatal.

Mr. Purdom had been in the Department for several years, and during that period had evinced considerable talent and aptitude for his duties as architectural draughtsman, and, having served his time as a carpenter with his father in London, he was thoroughly acquainted with the practical details of the profession. His loss has been, and will be, seriously felt in the Department.

Having procured temporary assistance, the plans were completed and submitted to tender, after due advertisement, and that of Mr. A. J. Brown, being the lowest, was accepted. The basement has been built, also the first storey of the east wing, and during the winter materials will be prepared so as to have the cottage completed next season.

The tender of Messrs. McKelvey & Birch, of Kingston, being the lowest for the gas apparatus on the "Lowe process" was accepted, and the apparatus is now in course of

construction. The ventilators have been placed in the attic wards of the main building. For this work the tender of Messrs. Chatterton & McLeod was the lowest, and was accepted

Two new steam boilers have been placed in the boiler-house, by the contractors Messrs. Inglis & Hunter, Toronto. The fences round the grounds have also been completed in a satisfactory manner by Mr. A. Cameron, Kingston, the contractor. The work was done under Mr. Gage, Kingston, the Clerk of Works.

ASYLUM FOR IDIOTS, ORILLIA.

The building known as the Queen's Hotel, having been rented as a Branch Asylum to afford additional accommodation for idiots, was fitted up, and sundry alterations made by the construction of bath-rooms, w.c., and other conveniences required for Asylum purposes.

Water pipes were laid from the main Asylum, connected with a tank in the upper storey of the building, from which water is distributed to the bath-rooms, etc.

The plans and specifications were prepared in the Department, and the work was done by the day, the materials having been purchased under the superintendence of a foreman carpenter.

REFORMATORY FOR BOYS, PENETANGUISHENE.

The works connected with the erection of the north wing, the steam, heating, and water supply were fully completed in the early part of the year, and are reported satisfactory in every respect.

The sewage from the building, which since the construction of the main structure had an outlet to the Bay on the west side, having been reported as likely to affect the purity of the water adjacent to the pumping engine which was fitted up a few years since to supply the Institution with water, was diverted to the north side by the construction of a tile pipe, the outlet being near the farm buildings.

Workmen were employed and materials purchased under the superintendence of the Permanent Clerk of Works. The filling in and levelling were done by the boys with the assistance of the teams of the Institution.

ANDREW MERCER REFORMATORY FOR FEMALES, TORONTO.

The several works for this Institution, for which appropriations were made during the last session, and which consisted of heating coils in the basement, double windows, addition to driving sheds, fitting iron gates to cells in basement, bath and water closets in girls' corridor, openings into yards, hot-water pipes to attendants' dining-room, raising fence round grounds, and alterations of water closets, etc., were required to afford additional accommodation by fitting up the cells in the basement, and were completed within the prescribed time, in a substantial and satisfactory manner, under the superintendence of the Carpenter of the Department, according to directions.

The construction of the roads and sodding has been in progress, under the direction of the Central Prison authorities, the work being done by prison labour, and the front portion is now nearly completed.

CENTRAL PRISON, TORONTO.

The only work done on capital account, and included in the estimates, has been under the control of the Inspector of Prisons, etc.

There has been no expenditure by this Department during the year for the Institution.

DEAF AND DUMB INSTITUTE, BELLEVILLE.

A brick coal shed in the rear of the boiler house, has been completed by Mr. T. McCabe, Trenton, contractor, whose tender was the lowest.

The wharf on the Bayshore was repaired for the landing of the coal supplied to the Institution, and the shed was also completed in time for its reception.

A new tile drain was constructed leading from the boiler-house to the main sewer on the east side, the fall to the sewer on the west side being insufficient to drain the basement of the new boiler-house. A drain from the cellar of the Bursar's House has also been made.

The outside woodwork of the main building, Principal's and Bursar's residences, dormitory and workshop was painted.

The outside frames and sashes of the chapel, kitchen and servants' apartments, farm buildings, gymnasium, water closets, and lodge entrance at gate should also be painted next year to preserve the woodwork.

BLIND INSTITUTE, BRANTFORD.

The plans and specifications of the rear extension for the new boiler-house, laundry, drying-room and coal shed were completed early in the season, and submitted for tender. After due advertisement, the tender of Mr. W. Watt, Brantford, being the lowest, was accepted, and the work has been completed, under the superintendence of Mr. Turner, Clerk of Works, in a satisfactory manner.

The tender of Messrs. D. S. Keith & Co., Toronto, being the lowest, was accepted for the two new steam boilers and connections, and the work connected with the same was completed in sufficient time to supply the steam heating to the buildings.

AGRICULTURAL COLLEGE, GUELPH.

The plans and specifications for the Professor of Agriculture and Bursar's residences and cottages for the Gardener and Farm Foreman were prepared in the early part of the building season, and submitted for tender. After due advertisement, that of Mr. A. J. Brown, Hamilton, being the lowest, was accepted, and the work has progressed in a satisfactory manner, under the superintendence of Mr. O'Byrne, Clerk of Works; the residences and cottages being now ready for occupation.

The water supply has been extended to the grounds and to the residences and cottages. The gas pipes have also been extended to the Professor's and Bursar's residences by the City Gas Company, and connected with the gas pipes and fittings provided in the buildings.

The kitchen chimney was raised, and sundry alterations made in the store rooms and laundry as approved.

Filtering tanks have been constructed at the outlets of the tile drains, to remove occasion of complaint on the part of owners of adjacent lands, as to the sewage.

EDUCATIONAL DEPARTMENT AND NORMAL SCHOOL, TORONTO.

Sundry alterations were made in the eastern portion of the Education Department for the accommodation of the School of Art and Design, the necessary conveniences were placed in the basement, which was heretofore used as a coal cellar.

Some alterations were also made in the western basement, affording more light and air to the Housekeeper's apartments, which were considered unhealthy from damp and want of proper ventilation.

The above work was done under the superintendence of Mr. H. Munro, jun., Clerk of Works.

The ordinary repairs to the steam-heating pipes and furnaces were made as required.

NORMAL SCHOOL, OTTAWA.

The usual repairs in connection with the buildings, roofs, steam-heating boilers and pipes were made during the vacation.

An additional quantity of fire-hose was furnished for the protection of the Model School building, and entrances have been made on each floor, for the convenience of the Principal and Teachers passing from the Normal to the Model School building.

An additional radiator was placed in the Teachers' room in the Normal School, and further improvements were made in the laboratory.

SCHOOL OF PRACTICAL SCIENCE, TORONTO.

There was a small expenditure for repairs to this building.

The roadway and sidewalk which were constructed last year required no further expenditure.

OSGOODE HALL, TORONTO.

Owing to the changes in the arrangement of the courts, consequent on the passing of the Administration of Justice Act, sundry alterations were required in addition to those made last year.

Additional furniture and furnishings were also required and supplied.

The ordinary repairs to the buildings and drains were made where necessary.

ALGOMA DISTRICT.

Some repairs were required to the gaol at Sault Ste. Marie of a trifling character.

An addition for a gaoler's residence was made to the lock-up at Manitowaning on Manitoulin Island, for which the tender of Mr. F. J. Sylvester, Parry Sound, being the lowest, was accepted. The work has been satisfactorily done, under the superintendence of Mr. Gorley, Clerk of Works.

Some repairs were also made to the lock-ups at Little Current and Gore Bay, on Manitoulin Island.

THUNDER BAY DISTRICT.

A small addition was made to the Gaoler's residence at Prince Arthur's Landing, the work having been done under the directions of Sheriff Clarke. Repairs were not required for any of the buildings in this district.

MUSKOKA DISTRICT.

The Court-room and Lock-up at Huntsville when nearly completed was burnt down on the 27th of July last. The origin of the fire has not been ascertained, the Court-room not having been occupied, and there were no workmen engaged in the building at the time. The building was insured, but a final settlement has not yet been made with the insurance companies.

Some repairs were made to the Registry Office at Bracebridge.

PARRY SOUND DISTRICT.

Sundry repairs were made to, and some articles of furniture were supplied for, the Registry Office at Parry Sound.

NIPISSING DISTRICT.

Stronger fastenings and locks were supplied to the Lock-up at Mattawa, and the approaches to the building were levelled and improved, under the directions of the Stipendiary Magistrate.

NEW TERRITORY.

There has been no expenditure on account of the appropriation for the Lock-up and house at Moose Fort.

UNORGANIZED TERRITORY.

Plans and specifications were prepared and arrangements have been made for the erection of a Court-room and Lock-up at Rat Portage, under the directions of Mr. H. Munro, jun., as Clerk of Works. The building will be constructed during the present winter. The lumber is to be procured at Rat Portage, and it is expected that the Court-room and Lock-up will be ready for occupation on the opening of navigation next year.

Workmen have been employed and materials purchased for the prosecution of the work, as tenders at a satisfactory rate could not be procured in that locality.

MISCELLANEOUS.

Niagara River—Fence Along the Bank.

A survey of the the river bank from the Niagara Falls to the lower Suspension Bridge was made, and plans, specifications and details of the proposed iron pipe fence were submitted for tender. That of Mr. I. Pierce, Chippewa, being the lowest, was accepted.

The rock and stones to receive the standards were drilled by workmen in the employment of the Department, and the stones were procured from the Queenston quarries.

Considerable progress has been made under the superintendence of Mr. John Drew, Clerk of Works, and it is expected that the whole work will be completed next year.

Agricultural Hall.

The building on the corner of Yonge and Queen Streets, known as the Agricultural Hall, was fitted up as a store and as offices for the Agricultural and Arts Association, Professor of Agriculture, and Bureau of Industries.

The interior walls and staircases, vaults, etc., were removed, and new partitions constructed, the work having been done by the day, under the directions of the Clerk of Works, Mr. H. Munro, jun.

The building is heated by steam, a steam boiler having been placed in the cellar, and radiators are constructed throughout the several floors, the whole being on the low pressure principle.

Plans and specifications were prepared for the above work in the Department, and the building is now occupied as above described.

I have the the honour to remain,

Your obedient servant,

KIVAS TULLY,
Architect, etc.

HON. C. F. FRASER,

Commissioner of Public Works,
Ontario.

REPORT

OF

THE ENGINEER

OF

PUBLIC WORKS.

Department of Public Works, Ontario.

Toronto, 30th December, 1882.

Hon. C. F. Fraser, *Commissioner of Public Works.*

Sir,—I have the honour to submit the following Report on the works constructed, and repairs and improvements made by this Department; also the extension of railways and drainage works throughout the Province during the year ending this 31st day of December, A.D. 1882.

MUSKOKA LAKES' WORKS.

The improvements made in connection with these works, are as follows:—

The construction of a dam at Port Carling, was well advanced in the latter part of the season of 1881, but, owing to a difficulty in obtaining the timber required, the work had to be suspended, and the dam was not completed at the close of that year. Operations were, however, again resumed in the early part of the present year, and the work completed before the opening of navigation. Since its completion, the dam has proved itself capable of satisfactorily serving the purpose intended, and, by careful management, there is no doubt but what the waters of Lakes Joseph and Rosseau, can now be regulated as from time to time may be required by the public interests to be served thereby.

At "Coulters Narrows" (one of the outlets of Muskoka Lake into Bala Bay), a quantity of rock blasting has been done, in order to make the channel navigable for steamers. It is now a navigable channel of about sixty feet in width and at the shallowest place has a depth of water equal to that upon the lower mitre-sill of the lock at Port Carling, consequently any vessel which can pass through the lock, can pass through this channel from Muskoka Lake into Bala Bay, without difficulty. This will be found of great convenience to both the travelling public and the residents in the locality. Formerly "Jenac's Narrows" was the only navigable channel, and this was frequently blocked-up with timber and saw-logs, to such an extent that it was impossible for steamers to pass, in consequence of which the mails were seriously delayed and much inconvenience caused to parties wishing to reach Torrance or Bala, or places in the vicinity of either of them.

GULL AND BURNT RIVER WORKS.

The following improvements and repairs have been made to these works during the present year:—

Two new dams have been constructed at the outlet of Mud Lake, in the Township of Dysart, for the purpose of reserving the waters of Mud, Spruce and Drag Lakes

These dams are situated at the head of a long rapid, the river at this point being divided into two channels by an island.

The dam across the north channel is eighty-one feet in length, fifteen feet in width and about twelve feet six inches in height. It has a slide opening six feet six inches in width.

The dam across the south channel is one hundred and nine feet in length, fifteen feet in width and twelve feet six inches in height. It is provided with two openings for the escape of flood water, one being twelve feet in width by nine feet in depth, and the other nineteen feet in width and two feet in depth. The openings in both dams are supplied with platforms, stop-logs, windlasses and chains, so as to enable the water to be regulated as desirable.

The dam at Norland on the Gull River, has been supplied with three new stop-logs, and some minor repairs have also been made to the slide.

The dam on the east side of the slide at Racketty Creek, has been supplied with new stop-logs, to prevent the water entering the flume leading to the neighbouring mill when not required.

The planking of the slide at Workman's Mills, has been renewed for a length of one hundred feet, and new floor beams supplied where necessary. Some rock situated a short distance below the foot of the slide, and which seriously injured the timber after passing over it, was also blasted and removed out of the bed of the river.

Horse Shoe Lake Dam.—Owing to the nature of the material upon which this dam is built, it was found necessary to drive sheet-piling in front of the stop-log openings, to prevent it being undermined by the water. The piers were also repaired where necessary, and the entire dam well gravelled, so as to make it water-tight.

The dams at the outlets of Hall's, Hawk, Crab, Kenesis, and Redstone Lakes, have also been repaired, and supplied with new stop-logs where necessary.

An appropriation was granted last session for the re-construction of the dam at the outlet of Kushog Lake, near Minden, but, owing to certain difficulties which presented themselves regarding the supply of the timber required, it was not deemed advisable to proceed with the work during the present year, consequently the appropriation remains intact for re-vote in 1883.

A re-vote of the appropriation granted in 1880, for lengthening the slide at Elliott's Falls, on the Gull River, was taken last year, the work not having been carried out during the previous year, owing to the complaint of a local mill-owner that he was injured in consequence of its being in its present position. Upon further examination it has been found that the removal of the slide to the other side of the stream, would be more convenient and advantageous for the public service, and consequently, and in order to do away with any alleged grievance on the part of the mill-owner, it would be advisable, in my opinion, to make the removal. In order to do so a re-vote will require to be again taken, and an additional appropriation granted to enable the work to be carried out in 1883.

MAINTENANCE OF LOCKS, DAMS, AND SWING BRIDGES.

The following improvements and repairs have been made out of this appropriation during the present year :—

At Lindsay a boom has been provided and a platform constructed over the dam, so as to enable parties to portage small boats, instead of taking them through the lock. This improvement was made in order to save water. Lake Scugog, having no feeders of any consequence, falls very rapidly after the spring freshet is over, and it is, therefore, very desirable that the number of lockages should be diminished as much as possible. The sheeting of the lock chamber has also been repaired in various places.

At Young's Point the slide has been supplied with a new set of stop-logs and chains. Some minor repairs have also been made to the lock, and a quantity of gravel, stones, etc., which had lodged in the gate recesses, have been removed.

Balsam River Lock.—The gates and balance beams of this lock, have been repaired and painted, and the sheeting in the chamber renewed where necessary, The sheeting had to be secured with $\frac{5}{8}$ rag spikes, as the timber forming the lock walls was so decayed

that ordinary pressed spikes would not answer. It is, therefore, quite evident that extensive repairs will shortly require to be made to this lock.

At Port Carling the timbers which prevented the steamers from striking against the rock, forming the sides of the lock chamber, have been renewed, and planking provided for sheeting in the same.

Considerable repairs require to be made to this lock before the opening of navigation in 1883. The cribwork piers, from which the gates are suspended, are badly decayed, and require to be rebuilt from the low water line up. The lock gates and valves in same, also require considerable repairs, consequently, in addition to the ordinary maintenance appropriation, provision will require to be made for this work in the estimates for the coming year.

Some repairs have been made out of this appropriation to the stop-log dams at Bala, and the necessary repairs, which the different swing-bridges required, have also been attended to.

The following are the lockmasters returns of the lockages made at the different locks during the present year:

Balsam River Lock—152 steamboats, 44 scows, 20 small boats, 45 cribs and 287,590 saw-logs and pieces of square timber.

Lindsay Lock—261 steamers, 147 scows, 256 cribs of timber and 5 dredges.

Mary's and Fairy Lakes Lock—279 steamers, 55 small boats, 16 scows and 19 cribs of timber.

Young's Point Lock—450 steamers, 135 scows and 180 cribs of timber.

Port Carling Lock—1128 steamers, 461 small boats, 116 rafts and 108 scows.

UNFORSEEN AND UNPROVIDED FOR.

In the early part of the present year, the Department was notified that in accordance with an injunction granted by the Court of Chancery, Messrs. R. & G. Strickland intended lowering the dam at Lakefield 32 inches below the height it had been kept for a number of years, unless the Government would purchase the structure for the sum of $3,000, grant them several unreasonable privileges, and assume all responsibility regarding the height at which it had been so maintained. If the dam were lowered as above mentioned, the river between Lakefield and Young's Point would not be navigable, and this would cause serious loss and inconvenience to parties residing or having business above Lakefield, there being no railway communication north of that point. I therefore, pursuant to instructions, at once proceeded to the locality in order to make an examination and report on the probable value of the structure, but, upon my arrival found the water was then too high to admit of such being satisfactorily accomplished. I acquainted Messrs. Strickland of this fact, and made an arrangement for the Department to assume temporary control until an examination could be made, the Government to be responsible in the meantime for the height of water maintained.

The necessary examination was made later on in the season, and the sum of one thousand dollars and an undertaking on the part of the Province to permanently maintain the dam at the height at which it had previously been kept, were offered Messrs. Strickland for their interest in the structure, but this was refused. It was then decided to assume the dam on behalf of the Province under the "Public Works Act," and proceedings were commenced accordingly. While these proceedings were pending, the Department was informed that the Dominion Government had decided that the dam was required in connection with the Trent Valley Canal scheme, and consequently that the last mentioned Government had made arrangements with Messrs. Strickland, and had taken control of the works. While under the temporary charge of this Department, it was necessary to make several repairs and improvements thereon as follows:—

The cap-piece of the dam was torn off and carried away by the high water, this was replaced as soon as possible, and in order to keep the river above navigable, the dam for its entire length was bracketted twenty inches in height. The slide was also supplied with one new stop-log, and new windlasses and frames and the stop-log platform repaired.

In order to make the above repairs, it was necessary to bracket the dam at Young's Point, which, owing to the high water, was not only a dangerous, but also an expensive undertaking.

A new boom was also constructed and placed in the river to prevent the brackets or dam from being injured by logs, flood-wood or timber. The boom is two feet in width, keyed with oak keys and well bolted together with one inch bolts. It extends from the end of the pier at the slide opening, to a pier which was constructed on the river bank, the total length being 435 feet. It is anchored in four different places, with rocks attached to the ends of chains and is secured to the piers at both ends. The pier constructed on the shore is 8 feet square, and is compactly filled with stone.

As this work was not contemplated when the Estimates for the present year were being made out, no provision was made for it, and as the appropriation for maintenance was not sufficient to cover the cost, an over expenditure could not be avoided.

SCUGOG RIVER—DREDGING, &c.

This work was commenced in 1881, and at the close of that year a channel about 63 feet in width, 6 feet in depth and 1,438 feet in length, had been excavated. A re-vote of the unexpended balance, amounting to $183, was taken last session, and a new appropriation of $6,000 granted to enable the work to be again proceeded with in 1882. The dredging was commenced on the 20th April last and continued until the 30th August, when, owing to the appropriation being nearly all expended, the contractors were notified to cease.

The channel is now excavated from the Scugog River to Drummond's Bay, but for a length of about 800 feet and a width of about 36 feet is not yet the required depth. The dredging will also require to be continued out into the latter some distance further, as in ordinary low water there would not be a sufficient depth to enable steamers to enter the cut. It also requires to be slightly enlarged at the Scugog River end, in order that it may be entered without difficulty. Provision will, therefore, require to be made in the Estimates for 1883 for the completion of this work, and when completed, I am confident that this improvement will be of the very greatest advantage and usefulness in the navigation of these waters.

OTONABEE RIVER WORKS.

An appropriation of $9,000 (of which $1,500 was a re-vote from the year previous) was granted last session for the re-construction of the dam across the Otonabee River at Young's Point. Immediately after the appropriation was granted, tenders were called for, for the supply and delivery of the necessary timber, but as the lumbering season was then well advanced and the quantity of timber required somewhat large, the prices asked were not satisfactory. In order to enable the work to be proceeded with during the present year, efforts were then made to obtain the timber at reasonable rates by taking it in small quantities from the local mill-owners, but as the quantity required could not be obtained from parties who were willing to supply it for a fair remuneration, and the prices asked by those who could supply it still being, in my opinion, too large, it was decided to again advertise for tenders. The only expenditure out of the appropriation during the present year has been for advertising, consequently a re-vote, merely of the unexpended balance, will require to be taken, to enable the work to be proceeded with and completed in 1883.

PORTAGE DU FORT BRIDGE.

The sum of $250 was granted in the Estimates for 1881, to meet one fourth the cost of repairs to bridge across the Ottawa River, at the village of Portage du Fort, on condition that one half of such cost be provided by the Dominion of Canada, and the remaining one fourth by the Province of Quebec, and that the Province of Ontario should not in any event be called upon to pay for such repairs more than the sum above mentioned.

The appropriation, however, has not yet been applied for, but I understand the repairs are now being made, consequently a re-vote will again require to be taken.

DRAINAGE WORKS.

During the present year applications have been received and aid granted to the following Townships, under the "Ontario Municipal Drainage Aid Act," viz.:—Richmond,

Ops, Dunwich, Brooke, Plymton, Thurlow, Southwold, Keppel, Melanchton, Warwick, Howard, Kinloss, and Ellice, the total amount of aid granted being $24,800.23 It is quite evident from the number of applications received, that the drains which have been constructed are giving general satisfaction, and consequently, through the privileges to be obtained through this Act, the municipalities are enabled to convert large tracts of useless swamp lands into valuable farms and thriving settlements.

EXTENSION OF RAILWAYS IN 1882.

The construction of railways throughout the Province has been steadily proceeded with during the present year. The details of the works on the several lines, so far as could be obtained, are as follows :—

Toronto and Ottawa Railway.

This railway now forms a portion of the system known as the Midland Railway of Canada. Its construction was commenced in 1881, and at the close of that year the work was being carried on between Maberly and Perth by the Company, and the portion between Madoc and Bridgewater was under contract.

The work has been vigorously prosecuted during the present year, and I am informed that the link about 6½ miles in length, connecting Wick, on the Toronto and Nipissing, with Manilla, on the Whitby, Port Perry and Lindsay Railway, is well advanced, the rails having been recently laid.

The link connecting Omemee, on the main line of the Midland Railway, with Peterborough, a distance of about 15 miles, is also under contract. The cuttings on this portion of the line, I understand, are very heavy, as is also the bridging. Tracklaying has been commenced, and it is expected the entire section will be completed about the month of April next.

The section between Madoc and Bridgewater, a distance of 9 miles, has been completed, and is now ready for the passage of trains. From Bridgewater eastward to Perth, a distance of 62 miles, the line is under contract, and the work is being pushed as rapidly as possible. The material to be removed, I understand, is chiefly rock, consequently operations can be advantageously carried on throughout the present winter.

Contracts have also been let for the construction of two short connections, one at Lindsay, 1½ miles, and one at Peterborough, 2 miles in length.

Central Ontario Railway.

This is merely an extension of what was formerly known as the Prince Edward County Railway. The extension commences at Trenton on the Grand Trunk, and extends in a northerly direction, passing through or near the villages of Frankford, Glenross (Chisholm's Rapids), Stirling, Springbrook, Marmora, Deloro, Malone, Eldorado, Bannockburn, Millbridge, and thence to the Emily, Baker, and Batchelor mines in the Townships of Tudor and Wallaston, the total length being about 90 miles.

Construction work was commenced about the middle of April last, and since that time I am informed nearly 50 miles have been graded and 11 miles of track laid, but only a short distance has yet been ballasted. The bridges (7 in number, and having a total length of 948 feet), I understand, consist of steel girders resting upon stone abutments, and the cattle-guards, culverts, etc., are constructed of stone masonry laid in cement. The road will be ballasted 15 inches in depth, and it is expected the entire line will be completed and opened for traffic about the 1st July next.

Credit Valley Railway.

During the present year this Company have made a survey and located a branch line from Belmont (distant 112 miles from Toronto) to London, the length of the branch being 11½ miles. Construction work has not yet been commenced, but it is intended to proceed with it in the early part of the coming year, and it is expected the line will be completed and opened for traffic about the 1st August next.

Stratford and Huron Railway.

This railway was completed and opened for traffic to the Village of Chesley about the 15th October, 1881, and at the close of that year the track had been laid to its terminus at Wiarton, the road ballasted for about 15 miles north of Chesley, and several of the station buildings, etc., constructed. Operations were again resumed in the early part of the present year, and proceeded with until the 29th June last, when the entire line was completed and ready to be opened for traffic.

Kingston and Pembroke Railway.

This railway was completed to the Mississippi River in 1877, which point remained its terminus until 1881, when construction work was again commenced on an extension of the line to the Clyde River, a distance of about 16 miles. During 1881 about 12 miles were graded, 10½ miles of track laid and 10 miles ballasted, and in January last the latter distance was examined and reported on as being completed and ready to be opened for traffic. It has since been decided to extend the line to Clyde Lake, making the total length of the extension beyond the Mississippi River about 20 miles, which is now completed and ready to be opened for traffic.

Ontario and Quebec Railway.

Construction work has been vigorously prosecuted on this railway during the present year. I am informed about 75 miles have been graded and provided with the necessary culverts, etc., and that track-laying will be commenced about the 1st May next.

The work I understand will be carried on throughout the present winter, and it is expected that the grading of the entire line will be completed about the 1st September, and that the track will be laid from Toronto to Carleton Place by the close of 1883.

Canada Atlantic Railway.

In January of the present year this railway was completed and opened for traffic from Côteau Landing to Casselman, and since that time the remaining distance (about 30 miles) from Casselman to Elgin Street in the City of Ottawa, has also been completed and opened for traffic. The proposed terminus of the line is however in the neighbourhood of the Chaudière Falls, a further distance of about 3 miles where connection will be made with other lines of railway. This latter portion I understand is located and at present under construction, but as some heavy rock cutting has yet to be done, it is not expected the line will be completed before the month of July next.

Canada Central Railway.

This railway now forms a portion of the Canadian Pacific. At the close of 1880, it was reported that an extension of the line from Pembroke to South East Bay, Lake Nipissing, a distance of about 135 miles, was then under construction, and that 47 miles of this had been completed and opened for traffic. The work has since been steadily proceeded with, and I understand the line is now fully completed and opened to Mattawa, a further distance of about 48 miles, and that beyond this point it is sufficiently advanced to admit of construction trains being run to Callendar Station, which I am informed is situated about 4 or 5 miles from the shore of Lake Nipissing.

Mileage of Railways.

The following revised statement to the close of 1882 gives in detail the mileage on each railway in Ontario, distinguishing between those constructed prior to and after Confederation.

No.	NAME OF RAILWAY.	TERMINAL POINTS.		Completed prior to Confederation, July, 1867.	Completed since Confederation.	At present under construction, or contract.
		From	To	Length in Miles.	Length in Miles.	Length in Miles.
1	Grand Trunk Railway—Main Line	Eastern Boundary of Province	Point Edward	457		
2	" " " Buffalo and Lake Huron Branch	Fort Erie	Goderich	158		
3	" " " London Branch	St. Mary's	London	23		
4	" " " Galt and Doon Branch	Galt and Doon	Berlin	7	4·5	
5	Great Western Railway—Main Line	Suspension Bridge	Detroit	229		
6	" " " Toronto Branch	Hamilton	Toronto	39·5		
7	" " " Wellington, Grey and Bruce	Harrisburgh	Southampton	27	102	
8	" " " Loop Line Division	Glencoe	Fort Erie		145	
9	" " " Sarnia Branch	London	Sarnia	61		
10	" " " London and Port Stanley Branch	"	Port Stanley	25		
11	" " " Brantford Branch	Harrisburgh	Brantford	8		
12	" " " Petrolia Branch	Wyoming	Petrolia	7		
13	" " " Wellington, Grey & Bruce S. Extension.	Palmerston	Kincardine		66	
14	" " " London, Huron and Bruce Branch	London	Wingham		74	
15	" " " Brantford and Norfolk Branch	Brantford	Tilsonburgh		35·88	
16	Welland Railway	Port Colborne	Port Dalhousie	25		
17	Brockville and Ottawa Railway and Perth Branch	Brockville	Carleton Place	57		
18	Canada Central Railway	Ottawa	Lake Nipissing	57	143	40
19	St. Lawrence and Ottawa Railway and Chaudière Branch	Prescott	Ottawa	59·5		
20	Toronto and Nipissing Railway	Toronto	Coboconk		88	
21	Northern Railway—Collingwood Line	"	Meaford	94	21	
22	" " Muskoka Branch	Barrie	Gravenhurst		5·3	
23	Midland Railway—Main Line	Port Hope	Midland City	65	54·53	
24	" " Peterborough Branch	Millbrook	Lakefield	13	9	
25	Whitby, Port Perry and Lindsay Railway	Port Whitby	Lindsay		46	
26	Cobourg, Peterborough and Marmora Railway—Marmora Line	Cobourg	Harwood	22		
27	" " " " Peterborough Line	Rice Lake	Chemong Lake		9	13
28	Toronto, Grey and Bruce Railway—Main Line	Toronto	Owen Sound		122	
29	" " " " Teeswater Branch	Orangeville	Teeswater		73	
30	Hamilton and North-Western Railway—Main Line	Port Dover	Barrie		137	
31	" " " " Collingwood Branch	Clarksville	Collingwood		40	
32	Canada Southern Railway—Main Line	Fort Erie	Amherstburgh		229	
33	" " " St. Clair Branch	St. Thomas	Courtwright		62	
34	" " " Niagara Branch	Niagara	Fort Erie	30		
35	Kingston and Pembroke Railway	Kingston	Madawaska River		80·32	8
36	Victoria Railway	Lindsay	Haliburton		55·81	

No.	NAME OF RAILWAY.	TERMINAL POINTS.		Completed prior to Confederation, July, 1867.	Completed since Confederation.	At present under construction, or contract.
		From	To	Length in Miles.	Length in Miles.	Length in Miles.
37	Port Dover and Lake Huron Railway	Port Dover	Stratford		63	
38	Stratford and Lake Huron Railway	Stratford	Wiarton		105·48	
39	Lake Simcoe Junction Railway	Stouffville	Jackson's Point		26·5	
40	Prince Arthur's Landing and Kaministiquia Railway	Prince Arthur's Landing	Fort William		6	
41	Grand Junction Railway	Belleville	Peterborough		64·65	
42	Canada Atlantic Railway	Province Boundary	Ottawa		65·72	3
43	Belleville and North Hastings Railway	Grand Junction Railway	Madoc		22	
44	Credit Valley Railway—Main Line	Toronto	St. Thomas		119·13	
45	" " " Branch Line	Streetsville	Elora & Orangeville		62·83	
46	" " " London Branch	Belmont	London			11·50
47	North Simcoe Railway	Barrie	Penetanguishene		33·34	
48	Prince Edward County	Picton	Trenton at G. T. R.		32·44	
49	Central Ontario Railway	Trenton at G. T. R.	Wollaston			90
50	Huron and Erie Railway—Main Line	Rondeau Harbour	Sarnia or Forest on G. T. R.			60
51	" " " Branch Line	Dresden	Wallaceburg			11
52	Georgian Bay and Wellington Railway	Palmerston	Durham		26	
53	Toronto and Ottawa Railway—Main Line	Peterborough	Casselman			182
54	" " " Manilla Link	Wick	Manilla			6·50
55	" " " Omemee Link	Omemee	Peterborough			14
56	Ontario and Sault Ste. Marie Railway	Sault Ste. Marie	Spanish River			125
57	Napanee, Tamworth and Quebec Railway	Napanee	Tamworth			30
58	Ontario and Quebec Railway	Toronto	Carleton Place			215
59	Bay of Quinté Railway	Deseronto	Grand Trunk R'y		3·50	
				1,464·00	2,280·63	809·00

From the details given it will be seen that $159\frac{32}{100}$ miles of railway have been completed and opened for traffic during the present year, and that 809 miles are yet under construction. Of this latter distance it is expected that the greater portion will be completed before the close of 1883.

I have the honour to remain,

Your obedient servant,

ROBT. McCALLUM,
Engineer, Public Works.

STATEMENTS

OF

THE ACCOUNTANT

AND OF

THE LAW CLERK.

No 1.—Expenditure for Fuel, Gas, Water, Repairs, etc., by the Department of Public Works, during 1882 (part of Maintenance Accounts).

NAME OF SERVICE.	Fuel, Gas, and Water, 1882.	Repairs, and Furniture and Furnishings, 1882.	Totals.
	$ c.	$ c.	$ c.
Government House	3,828 19	2,560 19	6,388 38
Executive Council and Attorney-General's Department	430 11	196 06	626 17
Public Works Department	430 10	496 94	927 04
East Wing, Parliament Buildings	1,501 23	1,708 79	3,210 02
Crown Lands Department	1,473 58	688 18	2,161 76
Legislation, Parliament Buildings	4,005 38	4,238 29	8,243 67
Maintenance of Locks, Dams, Slides, etc.	.....	3,539 95	3,539 95
Lockmaster's, Bridgetender's, etc. .....(Salaries)	.....	(1,895 10)	1,895 10
Superintendent of Locks, Dams, Slides, etc..... do	.....	(1,200 00)	1,200 00
General Clerk of Works and Repairs for Public Institutions .....(Salaries)	.....	(1,200 00)	1,200 00
Totals	11,668 59	17,723 50	29,392 09

NOTE.—The accounts for fuel supply for 1881-2, and for the greater portion of 1882-3, are included in the above.

J. P. EDWARDS,

Accountant.

DEPARTMENT OF PUBLIC WORKS,

TORONTO, *1st January, 1883.*

No. 2.—Statement of the Expenditure on Public Works in 1882, and Total Expenditure up to 31st December, 1882—(Capital Account).

NAME OF WORK.	Expenditure from 1st July, 1867, to 31st Dec., 1879.	Expenditure, 1880.	Expenditure, 1881.	Expenditure, 1882.	Total.
	$ c.	$ c.	$ c.	$ c.	$ c.
Government House	141,287 85	3,815 70	4,911 38	4,419 88	154,434 81
Parliament and Departmental Buildings	80,833 87	178 25	.....	.....	81,012 12
New Parliament Buildings	.....	4,150 07	112 00	1,342 19	5,604 26
Asylum for the Insane, Toronto	233,363 33	9,895 24	3,908 22	4,895 67	252,062 46
do London	593,859 21	5,995 16	8,386 18	10,659 57	618,900 12
do Hamilton	302,975 17	11,632 55	8,124 75	9,382 42	332,114 89
do Kingston	137,180 91	8,148 70	7,908 77	20,072 29	173,310 67
Asylum for Idiots, Orillia	40,654 87	2,755 40	809 52	3,002 03	47,220 82
Deaf and Dumb Institute, Belleville	177,596 58	4,368 16	5,942 79	5,692 23	193,599 76
Blind Institute, Brantford	175,907 91	1,895 88	4,462 50	16,763 01	199,029 30
Provincial Reformatory, Penetanguishene	44,714 05	23,173 77	23,547 52	11,109 66	102,545 00
Central Prison, Toronto	520,303 92	1,885 58	8,674 07	4,083 77	534,947 34
Agricultural College, Guelph	175,297 01	21,797 03	27,859 95	14,977 19	239,931 18
School of Practical Science, Toronto (Old Building)	59,100 26	.....	.....	.....	59,100 26
do do do (New Building)	37,354 13	4,292 48	2,029 86	1,464 34	45,140 81
Andrew Mercer Reformatory, Toronto	66,843 14	40,465 65	460 15	.....	107,768 94
do do do	.....	13,977 78	4,449 30	6,349 36	24,776 44
Normal and Model Schools, Toronto	54,969 39	1,567 10	1,974 68	2,853 38	61,364 55
do do Ottawa	106,823 91	23,947 27	7,347 58	1,217 79	139,336 55
Government Farm, Mimico	51,646 34	.....	.....	.....	51,646 34
Osgoode Hall, Toronto	44,097 21	1,166 01	1,157 14	1,886 64	48,307 00
Brock's Monument	981 10	.....	.....	.....	981 10
Niagara River Fence	.....	.....	.....	2,330 66	2,330 66
Muskoka District—Immigration Shed at Gravenhurst	.....	.....	355 00	.....	355 00
do Registry Office and Lock-up, Bracebridge	6,356 62	.....	2 39	220 00	6,579 01
do Lock-up and Court Room at Huntsville	.....	.....	1,991 28	1,400 53	3,391 81
Algoma District—Court House and Registry Office, Saulte Ste. Marie	7,636 61	.....	297 63	.....	7,934 24
do Three Lock-ups, Grand Manitoulin Island	6,521 79	238 07	38 55	1,391 20	8,189 61
Parry Sound District—Registry Office and Lock-up, Parry Sound	5,296 04	10 00	375 17	72 90	5,754 11
do do (Separate Building), Parry Sound	.....	.....	1,999 05	.....	1,999 05
Thunder Bay District—Registry Office and Lock-up, Prince Arthur's Landing	18,781 73	650 99	.....	107 77	19,540 49
do Lock-up at Silver Islet, Lake Superior	2,268 79	.....	.....	36 00	2,304 79
Nipissing District—Lock-up at Mattawan	2,547 20	.....	.....	116 48	2,663 68
Registry Office at Minden	2,987 50	.....	.....	.....	2,987 50
New Territory—Lock-up and House at Moose Fort	.....	.....	.....	.....	.....
Unorganised Territory—Court Room and Lock-up at Rat Portage	.....	.....	.....	4,578 00	4,578 00
Lock and Bridges, Port Carling, Muskoka	39,993 02	.....	.....	.....	39,993 02
Lock at Young's Point	30,892 72	.....	.....	.....	30,892 72
do Balsam and Cameron Lakes	23,959 02	.....	.....	.....	23,959 02
do and Works, Mary's and Fairy Lakes	32,561 79	1,327 79	452 90	.....	34,342 48

Cut and Bridge, Port Sandfield	12,334 18	1,811 91	.....	.....	14,146 09
Muskoss Falls Works	5,013 00	1,081 57	.....	.....	6,094 57
Muskoka Lakes Works	1,470 36	.....	1,866 72	840 41	4,177 49
Gull and Burnt Rivers Works	44,697 83	7,166 36	5,751 48	2,321 48	59,937 15
Muskoka River Works	33,860 12	4,338 81	.....	.....	38,198 93
Sydenham do	2,156 26	.....	.....	.....	2,156 26
Nottawasaga do	5,915 09	.....	.....	.....	5,915 09
Kaministiquia do	22,865 02	.....	.....	.....	22,865 02
Scugog do	53,587 47	.....	4,816 98	5,932 34	64,336 79
Pigeon do	4,999 62	.....	.....	.....	4,999 62
Otonabee do	2,520 55	1,877 13	.....	73 85	4,471 53
Balsam do	4,080 95	.....	.....	.....	4,080 95
Wye do	5,176 98	.....	.....	.....	5,176 98
Trent River Bridge	2,000 00	.....	.....	.....	2,000 00
Washago and Gravenhurst Road	32,792 12	.....	.....	.....	32,792 12
Washago Wharf	489 22	.....	.....	.....	489 22
Portage du Fort Bridge	4,997 99	.....	.....	.....	4,997 99
Des Joachims Rapids Bridge and Approaches	.....	.....	4,000 00	.....	4,000 00
Surveys, Inspections, Arbitrations and Awards, etc.	22,073 08	1,198 67	1,789 00	2,206 47	27,278 22
Roads in Township of Ryerson	7,295 06	.....	.....	.....	7,295 06
Clearings and Log-houses on Free-Grant Lands, Settlers' Homestead Fund	16,780 75	.....	.....	.....	16,780 75
Aldborough Drainage Works	7,199 02	.....	.....	.....	7,199 92
Brooke do	34,747 73	.....	.....	.....	34,747 73
Delaware do	5,740 93	.....	.....	.....	5,740 93
Dunwich do	10,105 86	.....	.....	.....	10,105 86
Ekfrid, Caradoc, and Metcalfe Drainage Works	13,667 66	.....	.....	.....	13,667 66
Grey Drainage Works	8,175 47	.....	.....	.....	8,175 47
Moore do	17,091 58	.....	.....	.....	17,091 58
Mosa do	12,714 75	.....	.....	.....	12,714 75
Nissouri, West, Drainage Works	8,178 50	.....	.....	.....	8,178 50
Raleigh do	36,409 64	.....	.....	.....	36,409 64
Russell do	11,543 77	.....	.....	.....	11,543 77
Sarnia do	40,540 55	.....	.....	.....	40,540 55
Sombra do	53,169 04	.....	.....	.....	53,169 04
Tilbury, East do	35,297 62	.....	.....	.....	35,297 62
Tilbury, West do	31,577 06	.....	.....	.....	31,577 06
Williams, East do	2,221 75	.....	.....	.....	2,221 75
Surveys, and Drainage of Swamp Lands, Provincial Account	36,448 51	.....	.....	.....	36,448 51
Totals	3,875,528 08	204,719 08	145,792 51	141,799 51	4,367,839 18

NOTE.—In the statement of expenditure given in the Report for 1881, pages 28 and 29, certain items representing completed services were omitted: they are now restored and the totals given.

J. P. EDWARDS,
Accountant.

DEPARTMENT OF PUBLIC WORKS,
TORONTO, *1st January, 1883.*

No. 3.—Contracts and Bonds entered into with Her Majesty in 1882.

Dated.	Work.	Subject of Contract.	Contractor.	Sureties.	Amount.
1882.					$ c.
May 5	Kingston Asylum	Mason work at entrance gate, and fences.	Alexander Cameron, of Portsmouth, in the county of Frontenac.	M. Doran and George Davidson	3,150 00
May 5	Deaf and Dumb Institute	Coal-shed	T. McCabe, of Trenton, in the county of Hastings.	Marshal Morison and John Bilch	1,995 00
May 10	Agricultural College, Guelph.	Farmer's house, bursar's house, and two cottages.	Alexander J. Brown, of Hamilton	Joseph Lee and A. M. Ross	13,250 00
May 23	Blind Institute, Brantford	Two steam-boilers	David S. Keith and James B. Fitzsimmons, of Toronto.	Graham Clyde and John S. Brown	3,390 00
May 23	Blind Institute, Brantford	Boiler house and coal-shed	William Watt, of Brantford	William Young and F. Fritch	9,842 00
May 25	Lock-up, Manitowaning, Manitoulin Island.	Addition to Lock-up and erection of board fence.	F. J. Silvester, of Parry Sound	G. Westgarth and Frank Lafex	1,195 00
Aug. 12	Hamilton Asylum	Wrought-iron fence, 1,200 feet	Olmsted & Olmsted, Hamilton	E. J. Whipple and Anthony Copp	2,292 00
Aug. 12	Hamilton Asylum	Addition to water tanks	Alexander J. Brown, Hamilton	A. M. Ross and Joseph Lee	1,450 00
Aug. 12	Hamilton Asylum	Two hot-water cylinders	Donald McPhie, Hamilton	Robert Chisholm and B. J. Morgan	950 00
Aug. 12	London Asylum	Addition to fences, Refractory Wards	Alexander Purdom, London	Thomas H. Purdom and Francis Love	1,264 00
Aug. 12	London Asylum	One steam boiler	Thomas Browne, London	H. E. Nelles and Samuel Crawford	875 00
Aug. 14	Kingston Asylum	Two steam boilers	Inglis & Hunter, Kingston	James Morrison and George H. Bertram.	2,100 00
Aug. 14	Kingston Asylum	Cottage for chronic insane	Alexander J. Brown, Hamilton	A. M. Ross and Joseph Lee	27,000 00
Aug. 14	Kingston Asylum	Four ventilators to the main building	Chatterton & McLeod, Kingston	W. Robinson and W. K. Scott	950 00
Sept. 1	Niagara Falls Fence	11,900 feet of wrought-iron fence	Israel Pierce, of Chippawa	John Carter, William Gilmore, and Herman Herber.	3,000 00

No. 3.—Contracts and Bonds entered into with Her Majesty in 1882.—*Concluded.*

Dated.	Work.	Subject of Contract.	Contractor.	Sureties.	Amount.
1882.					$ c.
Oct. 1	Kingston Asylum	Gas apparatus	McKelvey & Birch, Kingston	C. F. Gildersleeve and William Hasty	6,100 00
Nov. 30	Lake Nipissing	Timber for dredge and scows	John Beatty, of Nipissing	For oak, per M.B.M.	25 00
				For pine, per M.B.M.	16 00
				For knees, each	1 25
Dec. 7	Lock at Port Carling	Timber for repairs	George B. Besley, of Port Carling	Per M.B.M.	15 00

F. T. JONES,
Law Clerk.

Department of Public Works,
Toronto, *1st January, 1883.*

BINDING SECT. AUG 23 1967